DOCUMENT RESUME

ED 055 644 PS 004 683

AUTHOR	Barbrack, Christopher; And Others
TITLE	A Guide for Home Visitors. (Preliminary Draft).
INSTITUTION	George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.
SPONS AGENCY	Office of Economic Opportunity, Washington, D.C.
PUB DATE	Aug 70
NOTE	197p.
AVAILABLE FROM	Information Office, DARCEE, Box 151, George Peabody College, Nashville, Tennessee 37203 ($2.00)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Case Studies; Confidentiality; Family Environment; Home Programs; *Home Visits; Low Income; Mothers; Motivation; Objectives; *Parent Education; *Preschool Education; *Teacher Education; Teacher Role; *Teaching Guides; Teaching Techniques
IDENTIFIERS	*DARCEE Program

ABSTRACT

To increase the educability of preschool children from low income homes, the Demonstration and Research Center for Early Education (DARCEE) devised a home visiting program to teach the mother to be an effective teacher of her child at home. The DARCEE guide is intended as one resource to help provide information for persons in training to be home visitors and to help trainees develop skills and attitudes necessary for changing maternal patterns of interaction where necessary. Home conditions that influence learning are discussed. A general description of the DARCEE approach is given along with a detailed record of an entire series of visits to one home. The program sought to involve the mother in community life along with strengthening her skills as a teacher at home. The future of home visiting as a benefit to the home visitor, to the family and to the community is described. References and a glossary of terms are included. Appendix A lists suggested activities for home visits. Appendix B lists a sample unit. (WY)

ED0 55644

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION

(DARCEE)

John F. Kennedy Center

for

Research on Education and Human Development

George Peabody College

Nashville, Tennessee

A GUIDE FOR HOME VISITORS

Editor: Rosemary Giesy

Authors: Christopher Barbrack
Jane Bridgman
Mozelle Core
Bettye Jeanne Forrester
Susan Gray
Beulah Hardge
Della Horton
Jean Grant Walter

August, 1970

Additional copies may be obtained from:

Information Office
DARCEE - Box 151
George Peabody College
Nashville, Tennessee 37203

PS 004683

Acknowledgments

The authors of A Guide for Home Visitors wish to express our gratitude to all the families with whom we have worked. Their cooperation in the home visiting program helped make possible the preparation of the information contained in the following pages.

Almost every staff member at DARCEE has in some way been involved with the production of the Guide. Some provided technical assistance such as typing and mailing while others proofread and supplied information and feedback. The services of Dottie Ross, who typed the final draft copy, are deeply appreciated. The photograph for the cover was taken by Gaines Mann. Our appreciation is extended to John Brown for the layout and design of the cover. The concentric circle diagram was prepared by Ann Reeves.

This work was performed pursuant to Grant Number CG 9994 C with the Office of Economic Opportunity. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official policy of the Office of Economic Opportunity.

Foreword to the Trainers of Home Visitors

The purpose of this guide is to provide information for persons who are in training to be home visitors. The authors of the guide do not intend that the reading of this material will be the only training which a home visitor receives. To us it is very important that careful supervision and guidance be provided for the home visitor trainee as she uses this guide and as she works in the field.

Our intent is to provide a framework of information which will help the home visitor trainee learn how to train herself and others. If the following material is carefully studied and discussed, then the objectives listed below should be reached. The home visitor trainee should be able:

1. to state the general purpose for the home visitor program;
2. to identify at least five living conditions which influence learning;
3. to verbalize a role definition of a home visitor;
4. to list at least five objectives for the mothers in the home visitor program;
5. to identify the parts of a home visit;
6. to identify effective home visitor techniques in the examples given in the case studies;
7. to state reasons why the home visitor focuses on the mother instead of the child;
8. to outline other alternatives for solving problem situations in addition to those suggested in the case studies;
9. to count instances of verbal interaction between mothers and children in the case studies;
10. to list examples of incidental learning demonstrated in the case studies;

11. to identify the steps which are instrumental in developing a desirable relationship between the mother and the home visitor in the case studies;
12. to identify critical incidents in the case studies;
13. to articulate at least ten types of active participation which could result from a mother's involvement in the home visitor program;
14. to demonstrate the implementation of at least one of the activities included in the appendix.

The attainment of these objectives is specifically what can be expected from the use of this guide. However, as we have attempted to communicate in the following pages, those of us at DARCEE believe that "extra" things happen as people interact with each other. Much growth and understanding is to be expected as skills and attitudes are improved. We hope that those of you who guide the users of this material will also expect additional growth and understanding on the part of all the readers. As they make creative and sensitive use of the material contained herein, home visitor trainees probably will be able to develop attitudes and skills which go far beyond the scope of this guide.

Table of Contents

	Page
Foreward to the Trainers of Home Visitors	iii
Introduction to the Home Visiting Approach	1
Living Conditions that Influence Learning	12
The Home Visiting Program: What Is It? How Is It Done?	29
The Home Visitor In Action	55
Detailed Recording of an Entire Series of Visits to the Evans' Home	85
Mother Involvement in the Community	140
Implications for the Future	153
References	157
Glossary of Terms	159
Appendix A - Suggested Activities for Home Visits	163
Appendix B - A Sample Unit	178

Chapter I

INTRODUCTION TO THE HOME VISITING APPROACH

The work done at the Demonstration and Research Center for Early Education (DARCEE) is organized around one main goal. This goal is to devise and then put into practice programs which will increase the "educability" of young children from low income homes. The term "educability" refers to the skills and attitudes which appear to be necessary for success in public schools. Home visiting is one method we employ to reach this goal. The basic idea in home visiting is to teach the mother to be an effective teacher of her child in her own home.

The home visiting approach has several characteristics which make it appealing. One is that it is a relatively inexpensive program to put into practice. Working with mothers and children in the home costs only a fraction of the amount required to operate and staff a formal preschool program.

The home visiting approach also has the advantage of reaching more than one child in each family unit. Home visitors actively encourage mothers to adapt the activities they use with one child for use with their other children. A fairly expensive formal preschool program might involve 20 children each year, but a relatively inexpensive home visiting program which includes 20 families can reach more than 100 children each year. This is an important feature at a time when money is scarce and people want the best possible return on the dollar.

Trying to build a child's potential for school success by working through the mother makes sense for several reasons. The mother's central role in the family points to the very strong probability that changes in her behavior or "life style" will have an effect on the entire family. Over the years we have found that many mothers who participated in home visiting programs have

changed in significant ways. Some mothers have continued their education and others have received specialized training. A few of the mothers who were involved in one of our early home visiting projects have been working on the DARCEE professional staff for two years. We receive many reports of mothers' increased involvement with neighborhood schools and other community agencies. In short, many mothers have been encouraged to move out into the community, to explore and use available community resources, and thus to contend with the forces which influence the lives of their families.

Perhaps an even more persuasive argument for working with mothers comes from an examination of the results of most preschool programs for low income children. In most cases it has been found that the gains which children make in the preschool are "washed out" or disappear as the child moves through the public school. There is a real need to sustain the gains which are made. One way to sustain these gains is to make public schools better. Another is to develop a sustaining agent in the child's life. Who would serve better for this than the child's mother? Her genuine concern for her children, her importance in the eyes of her children, and the fact that she will be with her children longer than any educational program all point to the mother's suitability for this role.

Why has DARCEE been working with people from low income groups?

DARCEE's current focus is on the low income group. It seems obvious, but is still important to state that poor people lack many of the resources which are present in and available to middle and upper income groups. The lack of sufficient resources, especially if it occurs over generations, can have drastic effects on low income families. While these effects are not yet clearly understood, several studies have shown that in response to impoverished living conditions many poor people behave in ways which tend to interfere with the attainment of success in our society.

A number of articles written on the subject of mother-child relations in low income homes tend to agree that in the continued struggle for survival many poor mothers develop a feeling of powerlessness and low self-esteem. Not feeling that she is a worthwhile and effective person, the low income mother seems unable to see herself as having enough control over environmental events to allow her to play an important role in influencing the physical, mental, emotional, and social growth of her child. She often has many children, and the demands of being a mother contribute to her sense of being overwhelmed. Having a large number of children works against treating each child on an individual basis. These conditions leave little time for active and verbal mother-child interaction and often cause the mother to value control of behavior rather than encouragement to freely explore the environment. Her methods of control are often negative and physical. The absence of stimulating "things" in the low income home leaves the child with little to fall back upon when left to keep himself busy. If these conditions persist over the early years of a child's life (a crucial period of development) there is a good chance that the child will not develop the skills and attitudes necessary for school success.

What is the home visiting model developed by DARCEE?

DARCEE's home visiting approach is particularly concerned with the interaction between low income mothers and their children. Again, our goal is to teach the mother to be an effective teacher for her child. This approach is built upon the model in which the idea is to train the mother to provide experiences for her children which will promote their growth and development. Because the entire life circumstance of middle and upper income mothers is so different than that of lower income mothers, our approach avoids the adoption of an ideal mother model based upon middle class standards and values. We

intend to change the mother's pattern of interaction with her child. Changing her personality is not our intention. Therefore, our emphasis is on what the mother does with her child, instead of who she is.

We have attempted to pull together what is currently known about child development and the strengths, and potential strengths, which exist in low income homes. We are concerned about helping parents and children develop the skills and attitudes which will be necessary for their future well-being. The result is a home training program which is relevant to the needs of the participants and effective in bringing about change.

What are the purposes of the program?

This book is written with the idea that we can, through home visits, accomplish something helpful to young children and their mothers. We shall be embarking on the somewhat dangerous voyage of trying to change human life. Perhaps, not a great deal will change life, but at least life can be changed to some extent. The changes we will make are not simple and direct. Changes in the skills and attitudes of the mother and the child will affect a major part of their lives. They are not like preventive shots the doctor gives to keep a baby from having whooping cough or other diseases. The effects we bring about will touch more parts of the person's life.

The most important first task for learning how to be a home visitor, and actually serving as one, is to be very clear about one's own values. What are your own purposes in making home visits? What will be the widespread affects of what you do in the homes?

We hear current criticism that working in homes and schools with low income children and parents is directed toward trying to make them more like middle class people. Some people claim that such work does not build upon the values and strengths of the particular low income groups--often an ethnically

different group--with which we are working. In all we are doing we are open to criticism for narrowness in our own outlook. We can be criticized for a blindness to the values and strengths of people we think are different from us, but there is another way of looking at the whole situation. Home visiting is a different way of looking at families. It is the different way which is the subject of this guide.

Our basic approach needs to be a respect for the individual with whom we are working and for his and/or her dignity. This sounds easy, but one must think carefully in terms of many things that one does, to see if one is really showing appropriate respect for the individual's dignity. This is sometimes difficult for people who have been brought up in homes that were clean and neat. They do not find it east to respect an individual who seems to be perfectly happy living in an extremely dirty and uncared for home, smelly, and insect-ridden. We must remember that we are there to help not to judge! This must be the starting point from which we never depart in our working in the homes with parents.

The public press often writes about restrictions placed on certain kinds of research on the basis that asking certain questions of individuals is "an invasion of privacy." Some people even object to the questions on the census forms. Asking a woman how she feels about her husband would certainly be an invasion of privacy. It would also be a similar invasion of privacy to ask a child if he loves his parents.

Most of us can learn not to ask questions that don't apply to our work. It is not always easy to conduct oneself in a home visit in such a way that one does not intrude on the privacy of the individuals in the home. One of the things that makes it particularly difficult is that the line which must be drawn is probably different in every home. People feel differently about

PS 004683

other persons' interest in their private affairs. Some people volunteer information that we know they will regret having told us at a later date. Other individuals see even our desire to enter a home as an invasion of privacy. There is a beautiful example of this and how it was handled appropriately in Chapter 5 in the study of the Evans family. Perhaps the best guide of all is reminding ourselves that it is critical in our relationship with parents to respect the individual's dignity and to be guided by his or her own willingness to participate in a situation.

There is one point which is so obvious that it should not be made. However, because of its importance, it must be mentioned. This is the confidentiality of what one learns in a home visit. One should not discuss what one learns on a home visit with anyone else. If a visit must be discussed with other professionals this is done guardedly. When possible the individual should not be mentioned by name. Since this guide will be used by many individuals in training, perhaps one additional thing should be said. It is ordinarily understood that a student in training does discuss his work with his supervisor. While working in homes one cannot help observing many things that in a sense are not his business to observe--they just happen. The ethical person keeps these things to himself. This is not only ethical; it is also critical for the continuation of a productive working relationship. Effective home visiting must be based upon the trust of the individual with whom we are working.

As we've seen, we need to consider our values first. We must not impose our ways of thinking and doing things on other people. Because other people have other ways of thinking and doing things it is important to have this concern. We need instead to ask ourselves what is needed for the future. What will people need to live a happy and productive life in this last third of the twentieth century?

What do young children need to learn?

The world is changing very rapidly. Some critics say that little we learn today will be useful twenty years from now. This may be true up to a point, but there are a few things tremendously important for us to try to impart to the child. They are important demands today and will continue to be so twenty years from now.

The most important of these demands is probably not so much learning given content but rather learning how to learn. Jobs today are very different from those of twenty years ago. The jobs twenty years from now will probably be just as different. Persons need to have that combination of skills and attitudes that will make it possible for them to tackle new things and learn them relatively quickly and easily. We may think a child is not learning how to learn when he is asked to look at a row of pictures of bunnies and tell which one of the ten bunnies is different from the other. (The bunny happens to have the tail left off in the drawing.) And yet this attention to what is different is an important aspect of learning how to pick out what is important or distinctive in a situation--not only jobs but community participation will demand this learning of new ways.

Also, we can be pretty sure that twenty years from now people are still going to need to know how to read. It is imperative today for children to learn to read simply to be able to acquire the fruits of all that man has learned in the past, to say nothing of protecting himself from common danger. He must be able to read: "stop and go, walk and wait," and so on.

A third thing that will still be needed is a fairly high degree of fluency in the common language of the people with whom he will live and work. This doesn't necessarily mean perfect English, but it does mean that the child needs to be able to understand and to tell others important information.

This list could be prolonged. The three points mentioned suggest that there are some things that appear to be important no matter what particular values an individual holds. We need to believe that individuals should have the possibility of taking advantage of different options, rather than being set upon one path for life.

Providing more options

One of the characteristics of "living poor" is that a person has limited options or choices, generally speaking. This happens because living in poverty, particularly over generations, means that a person faces life with extremely limited resources. The limited economic resources may be the most important aspect of poverty, but certain other things follow in its wake. Health is generally poor, because the person has poor medical attention. The general living conditions do not promote health. Because money is needed to buy a well-balanced diet nutrition is limited. Since money is necessary to stay in school educational level is low. Labor-saving devices in the home, which are expensive, are few. Lower income status and housing serves in many cases to cut one off effectively from taking advantage of the resources in one's own community or city. Thus, one really has very few opportunities or choices of directions in which he can move.

The list could be lengthened, but certainly it is long enough to make its point. Living in poverty generally means that all of one's limited economic and intellectual resources and all of one's energy are directed towards keeping body and soul together. Coping with each moment as it comes is the result. The remarkable thing is the amazing strength that so many people living in poverty manage to possess in such extremely limited life conditions.

The emphasis in the home visiting approach described in these pages is upon trying to help the parent take advantage of some options from which she may see herself as being cut off. The emphasis in this book is mostly on the educational aspects. Education is not enough, but it is an essential aspect of improving the situation for young children in the coming years. We would probably not be justified in embarking on the program described in this book if we did not have certain expectations. There are reasons to expect that the social and economic situation of low income people will improve. Along with these changes, the general health situation is expected to get better. Community resources are also expected to increase in amount and kind.

The changes of the last decade have been great, even if progress has not been so great as we might have hoped. The beginning of the decade of the seventies shows enormous changes from the beginning of the sixties. We believe, then, that the economic situation and a general improvement in social conditions will provide more options for low income persons in the future. The purpose of our educational efforts with mothers and their children may well be one of helping them be ready to take advantage of the options of the future. To take advantage of these options one must have skills and knowledge to meet them.

What are the effects of the program?

Another area which demands great sensitivity and awareness on the part of the home visitor is that of the normal "side effects," as they are called in medicine today. What you do with one child may affect the other children in the family. What you do with a mother may have some effect on her relationship with her husband and her own mother. We must continue to be careful to try to avoid such undesirable effects whenever possible. For instance, if we are working with the mother of a three-year-old child, and notice that

perhaps mother is focusing so much on the three-year-old that she is forgetting the five-year-old, this should be a matter of some concern for the home visitor, and one with which she must try to cope.

The whole network of effects also means that we set in motion a powerful force when we work in the home. We cannot pull out of a situation lightly. It is very irresponsible to work with a mother once a week for a period of time, and then abruptly stop visiting her. If there is some reason why we must stop at any point two things must go into the transition:

(1) The mother must be informed as soon as possible of the need for termination. People must know ahead of time. Wherever possible some type of long-range contacts must be maintained, even if these contacts are much more limited.

(2) More importantly, there must be a period of "weaning." The home visiting approach should be such that the mother gradually becomes able to be more self-directing in her work with her child, or children. She can carry on then when the home visitor is gone. This also means that when we have led people to expect that we will provide service to some group, such as a housing project for example, we must look very carefully at the end of any involvement with that whole group.

Home visits directed towards helping mothers work more effectively with their young children set in motion a powerful force we have observed in the mothers with whom we have been working over the years at DARCEE. This is the mother's (or father's) deep desire that his or her child shall have a better chance in life than the parent had. The parent may have given up hope for himself or herself, even given up hope for the older children. The hope for the young child is still the powerful force.

An anecdote may serve to illustrate this. In looking over pictures taken through one entire summer of children in a classroom in some of our early work, we were impressed by the fact that one little girl seemed to have on the same dress in every picture. We thought at first we had taken an excessive number of pictures of her on one day, but this was not so. The little girl only had two or three dresses. She wore this one dress almost every day. Yet it was always clean and starched. One can imagine the great cost in time and effort to have that little girl fresh and clean each morning. No one could deny the fact that this mother was very proud that her daughter was going to school.

What this mother needed, and what many of our mothers need, is a better understanding of the steps by which she can make it possible for her child to have a better life than she has had. She needs to take advantage of new options. It is a common finding that the parents of low income children express high ambitions for their children. For example, in terms of occupational choice they are just as eager as the parents of more fortunate children for their children to go into the professions. Yet when we question them, they have little knowledge of what is involved in the education required. Certainly there is little understanding of how what happens in the early years of life affects how an individual may cope with complex demands in his later life. There is a vague belief among low income people that if they can get their child to start school and keep him there through high school, these opportunities will open up for him. This belief is important, of course, but preparing the child to learn is more important. We adults need to be more effective in providing the kind of environment that will give the child the skills and motivations he needs for the demands of life.

Chapter II

LIVING CONDITIONS THAT INFLUENCE LEARNING

What kind of environment will give the child the skills and motivation he needs for the demands of life? What does an environment contain which will influence learning? Environment is made up of people, things, and experiences. All of us--adults and children--learn from the environment. Learning does not just happen; it occurs through interaction. People interact with the environment when they do things with other people, with objects, and when they take part in experiences. The sum total of all these make up the conditions with which people must live. The way a family lives is particularly important in molding the young child. Some living conditions work for his growth and learning. Other conditions work against such growth and learning.

The purpose of this chapter is to provide home visitors with some guides for looking at living conditions which may be helpful or harmful for the young child's growth and learning. The home visitor must be aware of, and sensitive to, the living conditions of the families with whom she works. She can see some of the general and many of the specific circumstances that form the living conditions of a given family. Certain things have obvious and direct effects on the educability of the child. Some of the conditions which help the child grow and learn can become even more helpful. At the same time other conditions which work against the child's learning and his family's welfare can be changed. The home visitor's job is to help meet the needs of the people with whom she works by: 1) using the helpful conditions to the best advantage for the child and his family, and, 2) helping change the conditions which get in the way of the child's learning. In this way the home visitor helps control the direction taken by the conditions in the environment.

As a result the family and the home visitor are rewarded by the visible positive change they have helped to produce.

Where do we start in working with living conditions? Perhaps we can think of our work with families as a journey. We have already determined where we are going and who is going. In deciding how to get there we need a map to help us find the starting point and locate other important points along the way. We need to decide what is going to take us to where we are going. In our home visiting "journey" our destination is reaching the objective of improving the educability of the young child as described in Chapter I. This Guide is intended to be used as a map to help you know where to start and what to look for along the way. The process of home visiting as outlined in Chapter III and demonstrated in the other chapters is our vehicle for reaching our destination.

Other questions tend to follow: What are some points on the map where we may start working with a family? What should we look for as we continue to work with a family and other families? Obviously, the home visitor will confront a variety of conditions which will also vary in their potential for change or their resistance to change. Differences in the amount and availability of resources also varies. Even though a lot will be said about differences in conditions, the general types of living conditions that influence the child's growth and learning can also be stated. We can look at them in the context of resources of the human environment. Such resources of our environment are finite. In other words, the earth's resources are limited. Such resources might be listed in various ways, but the following list can be considered by home visitors:

Time	How does the family spend the twenty-four hours of the day?
Space	How much room does the family have for living?

Money	How much money does the family have for each member? What is the source of income for the family?
Affect	How much emotional energy do the members of the family have?
Vigor	What is the physical condition of the family members?
Educational Know-How	What do the parents do with their children to help them learn? How do they spend their money? How do they take advantage of available community resources?

Resources of the Environment

The majority of us are probably aware of most of these living conditions. However, we may not have stopped to think about how they affect the learning of the young child. We need to take a closer look at their influence on what and how the child learns. The effects of living conditions on the kinds of things a child learns to value and work for also need to be examined.

Time

Our primary concern with time as a resource is the amount of time the parents have to be with their children so they can interact with them. Apparently jobs that require parents to leave home early, to work long hours, and to come home late keep the parents physically separated from their children. An increasing number of mothers have employment outside the home which places limitations on their time with their young children. In some cases mothers are absent from their children at times which we believe are optimal for learning such as mealtime, playtime, and bedtime. Mothers who work as waitresses or domestic helpers may be gone at these times. The job of the home visitor is to find ways to help the working mother spend a few minutes with her child which will bring about the maximum benefit from these few minutes.

The presence or absence of time-saving facilities such as indoor plumbing and automatic heating and time-saving devices such as washing machines and dryers will obviously have an influence on the amount of time mothers can spend with their children. The home visitor can help the mother who does not have these facilities and devices by showing her how she can interact with her child while she is doing the required work. For instance, the home visitor will demonstrate ways of talking to the child while the mother is carrying water or fuel or while she is washing clothes and hanging them on the line. For the mother who has all or some of these time-savers, the home visitor will show her ways to use the "extra" minutes she has with her child.

Some mothers who do not have a job outside the home have other activities inside and outside the home which require a lot of time. Several of these activities are required such as caring for many children, elderly relatives, or ill family members. Other mothers may use a lot of their time with volunteer activities such as watching television or visiting with friends and neighbors. A mother who is involved in other activities can be helped by the home visitor to plan her day in order to have periods of time when she can do things with her young child.

Young children learn concepts about time by experiencing events of a day which have assigned times. They become oriented or know what is going on and when it is happening by taking part in routines. Regular routines help children to be able to predict what will happen. When the events in children's lives are predictable they learn to trust their environment. Their ability to organize their own time and to establish their own routines begins when young children have this predictability and trust. The way the home is organized and the routines of the family are very important at this point. In most families the mother has the major responsibility for placing order and

structure on their lives so the events have an assigned time in the household routine. Therefore, the home visitor's role will allow her to help the mother organize her family's time and help her see the importance of daily routines in the development of her young child.

Space

Basically the same points that have just been made about the organization of time in the home can also be said about space. Children gain an orientation or know where they are by being surrounded by people and things which are organized in space. Again, it is usually the mother who provides a predictable place for the people and things in the household. From the first time the home visitor starts working with a family, she will be influencing the way the mother orders her family's physical environment. However, this does not mean that the home visitor is in the home to teach the mother how to be a tidy housekeeper. Her job is to help the mother organize things so the child will feel he can depend on the things around him. The mother will be helped to see that the child learns more quickly and easily if the things he sees, hears, touches, smells, and tastes are not cluttered.

The effects which time and space have on the way mothers and children act is described in more detail in the resource book produced by our program (Shaw & Schoggen, 1969). By observing many families in their homes, we have seen that certain amounts of space permit certain activities and prohibit others. For instance, a relatively small city apartment filled with furnishings will permit a mother to read a story to a child, but there is little space for riding a tricycle.

Our concern for space goes beyond that of housing, although housing is an important influence on the way people live. We need to be concerned about the problem of over-population because too many people are trying to live in

a space which is too little for them. Overcrowding of people in concentrated areas is the result. People may live so close to other people that there is no chance for privacy. A group of researchers who study life in close quarters has found evidence that overcrowding contributes to poor health, mental illness, and social problems. On the other hand, we can reason that people who are permitted to live in more space have more chances of health and well-being. Some people who live in more space find that they are isolated from the rest of the world due to the great distances between them and other people and things. They may be located at a distance from available jobs and recreational facilities which limits the amount and kind of activities they can do as a family.

Young children who play in adequate and safe spaces are helped in their physical, social, and intellectual development. The home visitor can readily see that children's play areas which are cluttered with hazardous objects such as broken glass and other debris, open wells, and abandoned appliances and vehicles are unsafe. Obviously these are some specific objects which need to be changed by the mother and the home visitor. Many pages of this Guide mention items which, when present and used appropriately, influence the child's learning. When necessary and desired items are not present, the home visitor and the mother will plan to provide these important objects.

Money

One of the major points stressed in Chapter I was the provision of more options through the home visiting program for families who have had few choices offered to them. Money is the resource which the home visitor will probably first observe as a present or absent option. However, there is more specific information related to money which needs to be observed in addition to the fact that money is available or unavailable for a family. The purpose for our getting information on money as a resource for families is to help gain an understanding of how money affects the way people feel about themselves and how they regard life in general. The home visitor needs continually to keep her focus on this purpose as she goes about her work with different families.

Three specific things about money will be considered:

1. Level of income
2. Source of income
3. Money management

Level of income. This term refers to the amount of money a family earns and receives. The amount of available money influences the way the members of the family act and what they value. Some families have only enough money to meet the basic needs for food, shelter, and clothing. People in these families usually have to struggle to look after their physical needs first. No money is left over to be used for schooling or other educational activities. Other families have more money which can be managed to stretch to other needs. Their level of income permits more freedom than the income which restricts families to being concerned for the necessities of life.

Is the level of income regular and steady? Families whose incomes are regular have some predictability. In other words they can depend on a certain

amount of money to come to the family in a steady flow. However, other families are unable to experience this predictability because the income is irregular. Employment which is seasonal such as construction work or harvesting is often the cause of irregular incomes. Variations in income affect the families with limited levels of income more than those with higher levels of income. For instance, a $500 variation in a man's take-home pay for a year may not make a great deal of difference if the man is already making $10,000 a year. However, for the man whose take-home pay is $2,500 a year, $500 added or subtracted from his pay will probably make a big difference in how his family lives that year.

Source of income. We are concerned here with where the money comes from for the family. Examples of sources of income are wages, salaries, profits from self-employment, and public assistance. If the parents work, the home visitor should become familiar with the type of work they do. She should also find out how they feel about their source of income. Do they seem satisfied with their work? Does their work require them to use all their energy? If the family receives public assistance, are the members completely dependent on outside help?

Money management. This term refers to how the family handles its money or what they do with it. Money management includes buying habits or consumer practices. The home visitor should take a look at how a family spends its money. Purchasing goods on time payments is a buying habit which has been acquired by most families in recent years. This change in habit helped bring about an economy which has allowed people to obtain things which they might never have had or for which they would have had to wait a long time. However, at the same time, installment buying has helped bring about problems. Some people have bought more than they can comfortably pay for,

while others have paid high interest rates and finance charges. In many homes in which our home visitors have worked we have found these problems existing. Door-to-door salesmen who sell expensive reference books, elaborate religious literature, and religious pictures have also been found to cause problems in the buying habits of the families with whom we have worked.

Some rules or guidelines which the home visitor can keep in mind as she finds occasions to make suggestions or give advice about money management are listed below:

1. Spend for necessities first and luxuries last.
2. Buy the best quality of goods for the lowest price.
3. Budget the income and plan purchases in advance.
4. Make things at home to go with the things you have to buy with cash.
5. Make use of programs that provide services and goods free or at reduced rates.

The above discussion shows that money is a complex resource. The home visitor needs to consider many things when she attempts to provide more options in regard to money as a resource for a family. However, our home visitors have found several "handles" on the situation or several places where help can be started. One place to start is to refer families to other sources of help. These sources are discussed in more detail in Chapter VI, but a few examples will be given here. For instance, a man who is eager to increase his level of income could be referred to a training program such as Manpower or other types of on-the-job training which provides employment while the man is being equipped to perform a higher paying job. The home visitor can refer a family who needs public assistance to a welfare agency, or she might accompany the family there. She can help provide free and

inexpensive learning materials for those families whose incomes seem to prohibit their meeting the intellectual and education needs of their children. She can refer the family to educational programs and special schooling which involve little or no cost in money to the parents such as child care centers, Head Start, and schools for handicapped children.

Affect

Affect refers to emotional energy. Often in this Guide we use the word "coping" which means that a person has the necessary emotional energy to withstand the challenges which he meets in life. Some people surprise us with their emotional strength in being able to meet difficult situations. On the other hand, so many things happen to others that they are simply worn-out emotionally. They cease to be able to meet head-on with certain circumstances. They seem to be numbed by a long chain of frequent disappointments and shocking experiences.

The amount of emotional energy available as a resource to a family depends largely on the presence of both parents. Pressures of managing a household and the tasks involved with rearing a family require less affect from one person if these responsibilities are shared by two people. If the family is headed by only one parent chances are these responsibilities will produce a drain on that person's affect.

The home visitor focuses her attention on how much energy the parents or parent have for doing things with the child. Concern should also be directed to the type of example set by the parents in situations that require the use of affect. Does the child learn to give up when he is frustrated? Does he learn to stick with a situation until it is over? The learning of these attitudes which lead to certain ways of acting are first learned by the young child in his home.

Vigor

Vigor is a combination of health, nutrition, and physical well-being which affects the amount of zest and energy a person has. The development of this resource begins before a child is born. The amount of vigor he has depends a great deal on the kind of start he gets in life. The types of prenatal care his mother receives and the kind of medical attention he and his mother had at his birth help determine the child's level of vigor. Immunization for childhood diseases such as diphtheria, polio, tetanus, measles, and smallpox and thorough physical examinations provided early in life protect his physical well-being.

Recently researchers have been giving a lot of their attention to the influence of nutrition on people's general health and on their ability to learn. We have observed that children who seem to be eating an adequate diet are more alert and eager to learn. Some diseases which affect children develop as a result of missing elements in the diet such as protein and certain vitamins.

Obviously we are not suggesting that the home visitor needs to be a medical expert. Her important job is, again, to be a referral person and an on-the-spot helper. She can be a bridge between a family and health services. Many of us are currently aware that the task of bridging with health-service agencies is difficult due to the limitations of such services. Often our home visitors have found that hospitals and clinics are scarce or hard to reach. Due to the shortage of doctors and nurses, staff members in these agencies are often rushed and have little time to get to know their patients personally. Although measures are being taken to provide more community-based health services, many of these problems still exist which prevent some people from receiving adequate health care.

The home visitor should be alert to signs of diseases which may be common among the families with whom she works. Examples of these diseases are anemia, kidney disease, tuberculosis, measles, and parasitic diseases. Indications of lead poisoning may also be noted. While she is in the home, the home visitor will have opportunities to suggest places for treatment of these diseases to the mother. She also will find times to refer the mother to clinics which provide dental care, and those which furnish eyeglasses and hearing aids.

The home visitor needs to have information available about family-planning clinics and organizations when help in controlling the number of children in the family is sought. The number and frequency of pregnancies have direct influences on the vigor of the mother in addition to her general health, adequacy of nutrition, and physical well-being. If vigor as a resource is available to the mother the chances of her having energy to do things with her child is increased. On the other hand, if vigor is limited, the home visitor and mother will find ways to improve the mother's vigor and to use what energy exists for the mother to interact with her child.

Educational know-how

Having the skills and knowledge necessary to take care of oneself and a family is educational know-how. Some people build up this resource throughout their lifetimes by using what they know in their daily living. Some people have fewer opportunities to develop this resource. Educational know-how is used when people spend money wisely, provide activities which help their children learn, use available community resources, and protect their legal rights.

The parents' educational level, by itself, is not the most important factor which shapes their educational know-how. We have seen that the skills

and attitudes of two mothers who both have an eighth-grade education, or two other mothers who are both high school graduates, may differ widely. The job of the home visitor is to tap the everyday knowledge, skills, and interests of the mother. Indirectly the mother will be helped to proceed to the next logical step in her formal education. For instance, if the mother desires high school graduation or its equivalence the home visitor may help her enroll in adult education classes. The home visitor may know where G.E.D. (Graduate Equivalency Degree) examinations are being given and help the mother arrange for taking them. The next logical step for a mother who is a high school graduate is vocational schooling or technical training. By becoming familiar with schools and colleges in the area the home visitor will be able to suggest classes and programs which offer training which matches the mother's interest.

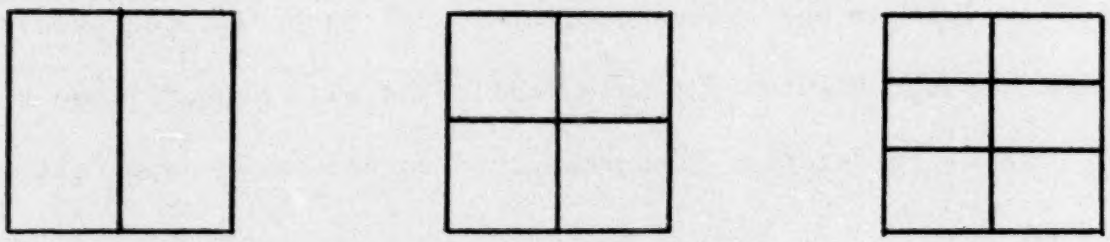
The family's know-how in legal and political matters is the most indirect concern of the home visits as shown in the diagram at the end of Chapter VI. However, this does not mean that the home visitor is unconcerned about the family's relationship with "the law" and "the government." Taking legal action and being involved in political activities can lead to changes for the betterment of the family. For instance, the parent who takes legal action against a landlord regarding improvement of housing can help provide better living conditions for his family. Parents who exercise their voting rights may be seen by their children as people who have some influence on determining who the leaders are and what policies will be followed.

Influence of Resources

One way to view the influence of resources on families is to imagine a line stretching from limited resources on one end to abundant resources on the opposite end. All the families with whom the home visitor works can be located

someplace along this line. Some families gave limited resources. While others have abundant resources, many families are located between the two extremes.

A portion of each resource must be shared by every family member. Each new family member makes demands upon those resources which are available. Let us take a simple example of how this sharing of resources takes place. In the figure below "Limited Resources" is a sketch of what might be seen as the amount of resources in a family with very limited living conditions. At this point it does not matter what kind of resources we are speaking of. You can see that when there is only a two-person family unit resources for each person are small. When two children are added on, these resources become extremely small. With four children the resources have become only a third for each member of what they were in the original two-person family unit.



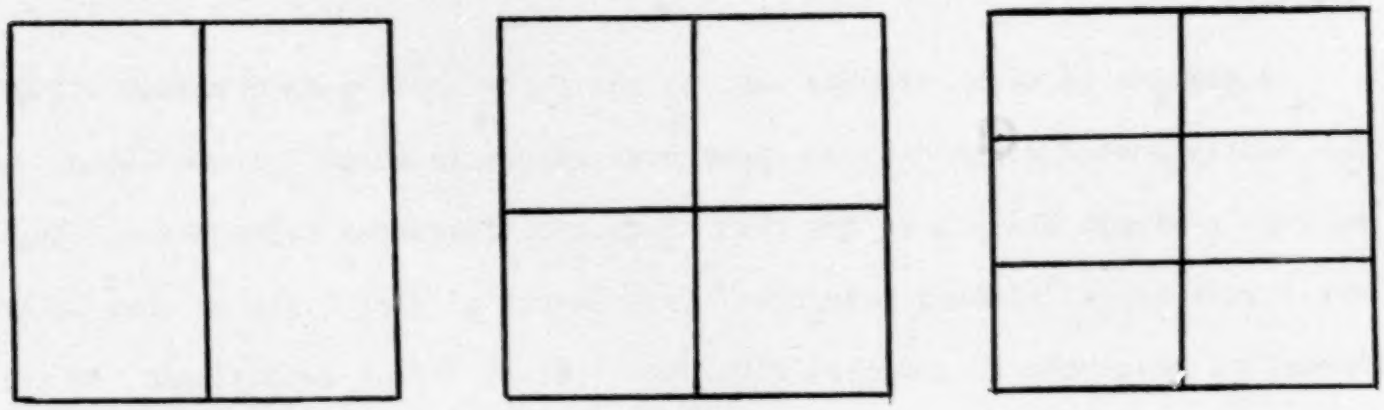
2 persons 4 persons 6 persons

Figure 2a

Limited Resources

Figure 2b gives a picture of a family with relatively abundant resources. You will note that the squares are larger than those in Figure 2a. A sizable amount of resources are left with the addition of two children or even with the addition of three children. For example, a very wealthy family, with two healthy, energetic, well-educated individuals can probably rear a family of eight with considerable ease. The family with very limited resources will

experience extreme difficulties in trying to rear eight children. The child will suffer from the small portion of resources.



2 persons 4 persons 6 persons

Figure 2b

Abundant Resources

Another important aspect of this concept of limited or abundant resources is the fact that these various kinds of resources interact with one another. It is hard to look at one resource without looking at all the other resources. When a home visitor first looks at a family she will probably see a complicated network of resources. Resources tend to accumulate and follow a certain pattern.

Several examples of the accumulation and patterns of resources can be drawn. Parents who have time available to do things with their children usually tend to have the vigor and affect to carry out these activities. A parent with a high level of educational know-how can make money go much further than a person with no understanding of how to spend money. The person with a lot of money to spend does not suffer as badly from spending food money carelessly as does the person who has less to spend. He still has money to buy more food if he makes a mistake. A person with a great deal of vigor, affect, and time can often make-up for the lack of money.

Limited resources in one area are likely to be accompanied by limited resources in another area. For example, a mother who has limited money is probably going to have low physical vigor. She does not have the money for adequate health care, for good nutrition, and for providing housing conditions that promote health. A mother in poor physical health cannot take advantage of the know-how she has in order to provide better learning activities for her children. Her low level of energy prevents her from making the long trip to the supermarket to do her week's grocery shopping. Instead, she sends her little child down to the corner grocery store where food is more expensive.

A Starting Point

Because these various kinds of resources effect each other, a decision has to be made about where to begin helping in a situation. Our approach at DARCEE has been to use the improvement of the educational know-how of the parent as our entrance. The mother is helped to develop more planning ability. The resources that are or can be available to her are enhanced. The descriptions of each resource in this chapter have suggested specific ways the home visitor can help families use resources. Another example of enhancing a resource is the mother's learning how to shop more wisely. She can shop once weekly for the family groceries when special prices are in effect. She can do her shopping at a large supermarket which sells food at relatively lower prices than smaller stores.

The use of other resources in most communities can also be improved health services are available to many families, but are often unused or infrequently used. Books from the library and public parks and their recreational facilities are free. Useful educational toys for young children can

be made from discarded coffee cans, spools, boxes, and scrap materials. In these ways we emphasize the improvement of the educability of the child through helping the mother herself develop better know-how. Therefore, building the mother's know-how is the recommended starting point.

Chapter III

THE HOME VISITING PROGRAM

What Is It? How Is It Done?

The discussion in Chapter II of living conditions that influence learning describes many of the effects which environment has on people. The question then arises for anyone whose aim is to bring about positive changes for families, "How can a program help people help themselves when all these conditions are barriers against change?" Yet in the middle of their apparent lack of resources, most families do have at least one valuable resource. This resource is the mother's interest, or possible interest in, and involvement with her children. Most mothers, in their own way, are caring for their children and will continue to be involved with them until they are grown. The mother's interest and concern for her children's welfare will be shown throughout their lives unless it is completely broken down by circumstances beyond her control. The conditions outlined in Chapter II often do get in the way and severely slow down the efforts the mother makes with, and for, her children. Therefore, it seems, if help is to be offered, it should be directed to the mother to strengthen and build on whatever desire she has to help her children.

It is with this idea in mind that the DARCEE Home Visiting Program emphasizes two important roles of mother: (1) as the teacher of her children, and (2) as the change agent for her family in general. Many mothers do not know of these roles. They are so trapped by their own personal problems of day to day living that they are not able to care for their children. Troubles that mothers had with teachers when they were in school often make it hard for them to think of themselves as teachers of their children. Many mothers do not understand that children are learning from the time they are born and

that much of their learning takes place right there in the home. Many mothers simply do not know that they can do anything to change the living conditions of their families. It is important for mothers to learn these roles because of the many different things the child learns at home and because the living conditions of the home make a difference in the child's ability to learn. The DARCEE Home Visiting Program has the two fold purpose of helping mothers see themselves as teachers able to develop the necessary skills for teaching their children and as persons capable of making other changes in the ways their families live.

The Mother As A Teacher

The home visitor program is an educational program for mothers and young children. Mothers learn that education for the young child begins in the home and continues in the home for as long as the child lives with his parents. Whether parents think of it as education or not, they are always teaching their children. If a child's parent ignores him, the parent may be teaching the child that what he says or does really does not matter to the parent. There is a good chance the parent who speaks to the child only to correct him is teaching the child that whatever he does, or tries to do is wrong. If a parent answers a child's questions with such statements as, "You talk too much" or "Why don't you hush up?" the child may be learning that it is better not to ask questions.

As mothers and children take part in planned activities of the home visiting program, the mothers are helped to see the kinds of things children learn at home. They learn new ways of talking with their children. For example, some mothers may not have realized the value of questions in helping a child to learn to think. A simple question such as, "Will we need our heavy coats or our sweaters?" asked of a young child will help him to think

for himself much more than an outright command, "Wear your coat." Or a question such as, "Granny and you and I want popsicles. How many will we need to buy when the truck comes?" would be more helpful to the child than simply being told to, "Go get three popsicles."

Mothers also learn games to play with their children and ways to interest their children in everyday household tasks. A game after mealtime might be, "You take everything that is round off the table, and I'll take everything that is not round. We will play until we have cleared the table. You may choose something first." Mothers are helped to learn of the many things within the home which may be used to add to the child's learning. One mother played a game with her child of sorting different kinds of bottle tops into the cups of an egg carton. A younger child simply enjoyed putting the tops in and taking them out of the cups, but the five-year-old could find the tops that were alike and put them together. A four-year-old might enjoy sorting from a mixture of pebbles, acorns, and watermelon seeds.

A mother also finds out about how young children grow as the home visitor helps her carefully watch what her child does and how he does it. The home visitor actively involves the mother in finding ways to help children develop skills and positive attitudes which are important to school success. Each activity is planned to give both mother and child a feeling of success.

The planned activities of the home visiting program bring about different kinds of positive interaction between the mother and her child, or children. This means that the mother may talk more with her child, may include the child in more home activities, may listen more carefully to her child, or may play more with her child. The reasons for encouraging positive mother-child interaction are: (1) It calls the mother's attention to the child, and helps her to see the physical, emotional, and intellectual needs of her child. (2)

It helps her to see a need for changing some of her family's living conditions. (3) It helps her see the kinds of changes she, as a mother, can actually bring about in the home.

The Mother As A Change Agent

A mother who feels trapped by the conditions of her life can be helped to find ways to satisfy her most pressing personal needs. Before a mother can, in fact, change any condition, she must <u>feel</u> like she can change things. Our advice to home visitors is, "Never underestimate the power of self-confidence." A mother with a "can-do" attitude will be able to meet her own needs and then move ahead to be able to change conditions which will enable her to meet the needs of the other members of her family.

A mother can be helped to do some small things successfully, even though she feels everything she has tried to do has turned out wrong. The mother who is helped to feel better about herself physically, emotionally, and intellectually is more likely to want to try to change conditions to enable her child to grow physically, emotionally, and intellectually. A mother may continuously feel defeated, because nothing around her has changed due to her efforts. However, she may experience great delight when she sees her child respond to something she has done with him. For instance, she may be rewarded when her child learns to say a new word after she has said it for him, or when her baby smiles at her when she smiles and pats him.

The Father's Role in the Program

Where does the father's role as a teacher and a change agent fit in? The DARCEE Home Visiting Program has chosen to work most of the time with the mother. This does not mean that the father is left out. Fathers have been included in all phases of the home visiting program. They are regarded as

very important family members. However, in choosing to work with mothers, four considerations were made: (1) Mothers are most often at home; (2) Mothers are very important persons in the lives of young children; (3) Because she is usually the manager of the household, the mother's strength to increase her ability to guide her children can be used as a channel to improve the living conditions of her total family; and (4) Mothers will continue to be in the home and remain important persons to their children when the home visiting program is ended. On the basis of these considerations DARCEE decided that our work would bring about the best and the longest lasting results if the efforts of the home visiting program were focused on the mother. We concluded that the mother is the key person in changing the effects of outside influences on the family.

The Home Visitor's Role in the Program

The person who is responsible for carrying out the training program for mothers is the home visitor. In some situations, such as in a school setting, the home visitor will work with other members of the team such as classroom teachers, social workers, program directors, etc., who will also help plan and evaluate the program. The home visitor's job is to implement the program with the mothers.

The role of the home visitor in working with the mothers is based on the role of the mothers in working with their children. What the home visitor does with the mothers depends on what the mothers are going to be doing with their children. Since the role of the mother is to be a teacher and a change agent for the child, the role of the home visitor is to be a teacher and a change agent for the mother.

The home visitor teaches by example. She does not <u>tell</u> the mother what to do with her child. She <u>shows</u> the mother what to do. The home visitor is

a role model for the mother. She acts the way she wants the mother to act. The mother takes an active part in everything the home visitor is showing her how to do. The mother "learns by doing," so to speak.

Different types of people have been home visitors. Both men and women have worked in our programs. They can be professionals or non-professionals. Home visitors of one racial group have usually worked with mothers of the same racial group. However, our major concern centers around what the home visitor can do well, instead of who he or she is.

How Is It Done?

The DARCEE Home Visiting Program is organized in a way that enables the mother to start with what she can do. She then proceeds to work on more difficult skills depending on the "reachable" goals which have been set for her. In other words, the program is carefully sequenced. The experiences which are provided for the mother are arranged in an order that moves from easy to difficult skills. In a diagram this sequence of experiences looks like this: (Starting from the left)

4. Complete teaching responsibility

3. Increased teaching responsibility

2. Limited teaching responsibility

1. Observing

Figure 3a

At the same time the home visitor is guiding the mother through the above steps, she is helping the mother to become independent and do things for herself and by herself. The most important rule to follow when attempting to build the independence of a person is to allow that person, first, to be dependent on the individual who is going to help her learn how to be independent. We have found that when our work with people has in some way been successful, this rule has been carefully followed. This warning should be heeded: "Don't push someone out of the nest too soon." If independence is forced on someone too early in a program, the risk is extremely high that she

will fail to do what she has been asked to do. From the information discussed in Chapter II, it is obvious that mothers in this day and time do not need any more frustrations in addition to those which they already have.

Let us quickly explain that this does not mean, however, that the home visitor is a "big mama." As will be seen in the case study of the Evans family in Chapter V building a strong relationship between the mother and the home visitor is vital. This means that the home visitor is a friend who listens and understands, but at the same time, does not pity or coddle the mother. She will not do things <u>for</u> the mother. Through their friendship the home visitor helps the mother learn to do things for herself. She continues her support of what the mother is doing, but she does not take over what the mother is doing. We believe this type of relationship is extremely important in helping the mother develop a "can do" attitude. The mother gains more confidence in what she can do as the home visitor allows her more and more opportunities to do what she can do by herself.

Perhaps the most important job of the home visitor in providing independence training for the mother is to determine exactly what the mother is able to do by herself. This is the reason why the home visitor has to be a sensitive person who keeps her eyes and ears constantly open to learn more about the mother and how she is progressing.

The sequence of independence training for the mother can also be charted in a fashion similar to Figure 3a. (Starting from the left)

4. Mother is independent.

3. Mother is more independent.

2. Mother is slightly less dependent on the home visitor.

1. Mother is very dependent on home visitor. Strong one-to-one relationship exists.

Figure 3b

Each one of these steps in Figure 3b matches the steps of the sequence of experiences in Figure 3a. When the mother is observing she is most dependent on the home visitor. By the time she has taken over full teaching responsibilities she will be independent.

Observation and limited teaching

At first the home visitor will help the mother carefully observe what her child can do. When she is showing the mother how to find things in the house which will help the child learn, she might ask the mother to watch one special activity. At the same time she will be showing the mother how to talk to her child to help him learn. For instance, the home visitor might say, "Let's go over to the coal bucket, Mrs. Johnson, and see how many pieces of coal Timmy can count."

Later when the home visitor is sure the mother is really seeing what is happening to her child, the home visitor will start asking her to do some small teaching duties. The home visitor will have thought very carefully ahead of time about exactly what the mother can do. For instance:

> The home visitor says, "Mrs. Johnson, come over here to the coal bucket and help Timmy count how many pieces of coal there are in the bucket today." If the mother needs more help in knowing

exactly what to do, the home visitor will give more directions and explain, "You may point to the pieces of coal with your finger, Mrs. Johnson, or you may pick them up so Timmy can see the pieces better." If the mother already knows how to help her child do what she asked him to do, then the home visitor will praise her. If Mrs. Johnson used some ways to help Timmy count the coal, the home visitor says something like this: 'You did a good job, Timmy, counting the four pieces of coal. I am glad you took the pieces of coal out of the bucket and put them on the floor, so Timmy could see them better, Mrs. Johnson! You helped Timmy do a good job!"

The home visitor may choose to work with more school-type activities in order to help the mother feel secure in teaching one child. She can carry out the same process of phasing the mother in as the teacher with both home-type and school-type materials. The instance of counting coal is an example of the use of a home-type material. An example of the use of a more school-type material would be an instance of the home visitor picture-reading a simple story to a mother and child:

The home visitor shows the cover of the book Farmer Tom Goes to the Market to the mother and child. She asks the mother, "What do you see on the cover of our book, Mrs. Johnson?" The mother explains what pictures she sees on the cover. The home visitor continues, "Let's pretend we can't read the title or name of the story. Now we're going to give the story a new title or name. "Oh! Mrs. Johnson, what do you suggest we call it?" The mother responds, "Mr. Brown Sells His Vegetables." After several suggestions from the mother, the home visitor asks the child, "What do you think the story is all about?" Then taking the mother's title, the home visitor continues,

"Let's read the story to see if our title would be a good one." The home visitor tries to make the story fit the title as she frequently says to the mother, "See the title could have been 'Mr. Brown Sells His Vegetables.' You chose a good title." The morning goes well and this visit has given the mother a feeling of importance and understanding.

Increased teaching responsibility

After the mother seems to be very successful with small teaching duties, the home visitor starts helping the mother teach her child all by herself. The home visitor gives the mother home assignments. We have found that these assignments help the mother to be able to work on specific things with her child in between visits by the home visitor. A sample of follow-up home assignments is included in the summary of the visit to the Lynne family in Chapter IV.

Eventually the home visit is made up of a balance of activities conducted by the mother and the home visitor. At this time the visit follows this format:

"Greeter"

(Song or game led by home visitor to get activities started. If other children are in the home at this time, they are encouraged to sing or play the game.)

Activities for target child

1. Follow-up activity

   This activity is taught by the mother. It is based on the assignment which the home visitor left the previous week. While the mother is teaching, the home visitor will be able to see what the mother has been doing with her child during the week.

2. Introduction of new activity

This is usually a demonstration activity led by the home visitor. It is used to lead into the home assignment. By carefully observing and participating in this activity, the mother gets an idea of what she should be doing with her child next.

Home assignment for the mother

The home visitor provides materials for the target child and the other children so they can work by themselves. The mother and home visitor are then able to talk and work alone. The home visitor shows the mother exactly what to do with the home assignment. She models, or imitates, questions which she wants the mother to ask the child when she is carrying out the home assignment.

A word of caution needs to be inserted here for our readers. The above format which includes activities conducted by the mother and home assignments has been used when the mother is ready to do these things. In our program, very intensive guided observation sessions with the mothers are necessary to help them reach this level of independence. In Chapter V you will notice that Dottie Evans gets to the point of conducting activities by herself after the home visitor works with her for nine months. In this report note that Mrs. Hardge is never able to make home assignments.

Mrs. Johnson in the second case study in Chapter IV does not receive a home assignment in the first visit described. However, the home visitor leaves the word wheel as an assignment for Mrs. Johnson and Bubba in the last part which describes a visit three months later. These case studies point out that different experiences and periods of time are necessary for guiding individual mothers to the point where they are able to teach on their own.

Objectives of the Home Visiting Program

Before we can continue discussing what the home visitor program is and how it is carried out, we need to take a closer look at what we hope will happen to the mother during the program. The goal of the home visiting program was stated in the first paragraph of this book. Perhaps you wonder what we mean exactly when we say the goal is to help the mother be an effective teacher of her child. In our use of the home visiting approach in working with mothers we have listed some objectives.

These objectives give more specific expectations which we have had for the mothers. We have written down exactly what we want the mothers to do in order to become effective teachers and change agents for their children. The objectives do not include all the detailed objectives for individual mothers. They provide the basic overall framework for our work in the following areas of skill development and attitude development.

Objectives for mothers

During the training program for mothers, a mother can be expected to develop in the following areas of skills and attitudes.

I. Skill development

  A. The mother will show improved sensory skills.

    1. She will be able to carefully observe something with a specific purpose in mind.

    2. She will be able to focus her attention on something.

  B. The mother will be able to organize her thinking.

    1. She will be able to grasp the major concepts or big ideas about things.

    2. She will be able to take a situation apart and judge a situation.

3. She will be able to show various ways of solving problems.

C. The mother will demonstrate increased ability to control her environment.

1. She will provide and organize opportunities for learning for her child.

a. She will be able to demonstrate her understanding of the steps which are necessary in order for her child to be successful in school and in a vocation.

b. She will be able to increase the amount and kind of interaction between her and her child. The mother will talk and listen more to her child.

(1) She will use a variety of ways of talking to her child; asking questions and answering them; she will specificially name or label things for the child, and will describe things using specific words. In this way the mother will be a language model for the child.

(2) She will use a variety of ways of reinforcing her child in her interaction with him. She will reward him for what she wants him to do, instead of punishing him for what she does not want him to do.

(3) She will encourage the child to explore and be curious about his environment.

c. She will provide order and structure to the input which is given to the child.

(1) She will provide a variety of indoor and outdoor activities.

(2) She will provide a variety of both commercial and homemade materials in order to help the child learn.

(3) She will demonstrate her understanding of her child's development by providing learning experiences in which he can be successful but which also keep him reaching up.

2. She will help bring order to the home environment.

a. She will help establish orderly routines in her home with her family. Meals and bedtimes will be more regular.

b. She will help establish consistent, predictable policies for rearing the child.

c. She will order the objects in the home such as clothing, furniture, and utensils.

d. She will provide improved nutrition and health care for the child.

II. Attitude development

A. The mother will be able to cope with challenging situations.

1. She will demonstrate patience in her interactions with the child.

2. She will demonstrate persistence by staying with a task until she has reached her goal.

B. The mother will be able to delay gratification by waiting for future rewards instead of accepting immediate rewards.

C. The mother will feel very good about herself. In other words she will develop a good self-concept.

D. The mother will demonstrate trust in others (specifically the home visitor, the classroom team, and the other mothers).

E. The mother will be able to function independently or all by herself by the end of the program.

For those of us who have been involved in the work of the Demonstration and Research Center for Early Education the words printed above have come to life in our day to day interactions with young children and their mothers. You will also see them come to life in Chapters IV and V.

These objectives have been used in the overall planning of our home visiting program. They have been used as a "road map" to help us know where we are going. You and your co-workers will need to draw your own road map of objectives so you will know where you are going in your program. We can suggest these objectives here as examples or models for you. However, we cannot tell you which objective you will need to work on with individual mothers in your home visiting program.

Overall program objectives

The objectives for mothers outlined above are based on what the mother can do to meet the needs of the young child. The skills and attitudes to be developed in the young child determine what objectives we have for the mother. In turn, the home visitor's role is formed by what we hope will happen to the child and what his mother will do with him. A more lengthy discussion of these skills and attitudes and our reasons for emphasizing them is included in the book Before First Grade (Gray, et al, 1966).

The charts on the following pages show how the objectives for the mother depend on the objectives for the child. It is important to note how everything that the child, the mother, and the home visitor does fits into the total home visiting approach. As you read the charts remember that the skills and attitudes are placed in a special order.

Overview of the DARCEE Home Visiting Program

Goals for the Child What does the child need?	Goals for the Mother What will the mother do to meet the child's need?	Home Visitor Role How will the home visitor help the mother meet hers and the child's need?
I. The child develops skills which will help him learn.	I. The mother provides and organizes experiences and objects which help the child develop skills. She interacts with the child.	I. The home visitor shows the mother how daily experiences and household objects can be used to help the child develop skills. She shows the mother ways of interacting with the child.
A. The child will be able to see, hear, smell, taste, and touch things that are alike and different. He will be able to use	A. The mother provides and organizes experiences which help the child learn to use his senses.	A. The home visitor shows the mother appropriate experiences and objects which help the child learn to use his senses. She shows the mother how to use these experiences and objects.
1. eyes to see	1. She will show him things that have differences he can see such as colors, shapes, sizes, and number. She will talk about how they are alike and different.	1. She will help the mother to be able to see and carefully observe something.
2. ears to hear	2. She will talk to the child to help him provide objects which make different sounds (i.e., loud and soft; high and low).	2. She will help the mother to be able to focus her attention on something.

3. nose to smell

4. mouth to taste

5. hands to touch

3,4,5. She will talk with the child about what he is smelling, tasting, or touching. She will provide objects which have differences in smell, taste, and touch. Differences which might be included are smells-smoke, flower scents, spice; tastes-sour, sweet, and bitter; and touch-soft, hard, smooth, and rough.

3,4,5. She will provide experiences and objects which help the mother to use her senses so she can see, hear, smell, and touch likenesses and differences.

B. The child will be able to organize and order the things he has learned through his eyes, ears, nose, mouth, and hands.

B. The mother will provide and organize experiences which help the child organize his thinking.

B. The home visitor helps the mother organize space and time in the home. She shows the mother appropriate experiences and objects to use (and how to use them) to help the child develop abstract thinking skills.

1. He will be able to understand concepts or big ideas such as colors, number, size, position, temperature, tastes, odors, time, age, etc.

1. She will show him things and guide him through experiences in which the child will be involved with many different objects which have color, number, size, position, temperature, taste, odor, time, age, etc.

1. She provides experiences for the mother which will help her to be able to grasp the major concepts about things. She develops and uses units to organize major concepts which she wants the mother and child to learn.

2. He will be able to associate things or put things together which go together.

3. He will be able to classify or put things which go together in groups.

4. He will be able to sequence things or put things in place following a special order.

2,3. She will provide objects which will give the child practice in putting things together which go together and putting things in groups.

4. She will provide daily experience in sequencing for the child by ordering the things and events in his life.

2,3. She provides opportunities for the mother to take situations apart (analyze them) and judge situations (evaluate them). She guides the mother in problem solving situations.

4. She involves the mother in the process of sequencing experiences for the child. She provides experience in sequencing for the mother by ordering the things and events in the home visiting program.

C. The child will be able to do things with the learning he has organized and ordered.

1. He will be able to talk about what he has learned.

C. The mother will provide and organize experiences and objects which give the child opportunities to talk and do things with his body.

1. She will talk often to the child in a way to help him pay attention to what she says. She will listen carefully to the child when he talks.

C. The home visitor shows the mother how to help her child learn to talk more easily and clearly; how to do things with his body.

1. She talks carefully with the mother and child because she sets an example of the way she wants them to talk. She listens carefully to the mother and child.

a. He will be able to talk with ease.	a. She will show the child how to talk with ease by using her own fluency of speech.	a. She provides experiences and times which give the mother and child opportunities to talk.
(1) He will say words to name or label people and things around him.	(1) She will name or label people and things for the child at first so he will hear specific names. She will ask questions that encourage him to say names.	(1) She names or labels people, things, and experiences when they are introduced to the mother to increase the number of specific words the mother hears.
(2) He will say words that tell what he is doing or what he has done.	(2) She will describe what the child is doing or what he has done.	(2) She uses action words to describe what she and other people are doing or have done.
(3) He will say words that describe people and things.	(3) She will use words that tell about people and things so the child will hear her.	(3) She uses adjectives to describe people, things, and experiences.
(4) He will say words that tell where people and things are.	(4) She will use words that tell where people and things are so the child will hear her.	(4) She uses position words such as in, out, on, there, here, on top of, beside, in front of, in back of, and under.

b. He will be able to say words clearly and carefully.	b. She will speak clearly and carefully to the child and will encourage him to carefully articulate what he says.	b. She speaks clearly and carefully for the mother and child and encourages them to carefully articulate what they say.
c. He will be able to put words together.	c. She will use phrases and complete sentences in her conversation with the child and other people.	c. She uses phrases & complete sentences in her conversation.
(1) He will say small groups of words or phrases.	(1) She will ask the child questions which encourage him to use phrases.	(1),(2) She reminds the mother to use phrases, complete sentences and various ways of talking to the child.
(2) He will say complete sentences and will use various types of sentences such as statements and questions.	(2) She will praise the child for speaking in complete sentences when he is ready to use larger groups of words.	
2. He will be able to do things with his body.	2. She will provide objects and space which help the child use his body.	2. She suggests to the mother and shows her experiences and objects which will help the child use his small and large muscles.

a. He will be able to use his small muscles to hold and carry things and to cut, paste, paint, color, draw, and lace in order to use his hands, fingers, and eyes together in many ways.

b. He will be able to use his large muscles in his arms, hands, legs, and feet in order to walk, run, push, pull, swing, jump, throw, catch, skip, and ride wheel toys.

II. The child develops attitudes about himself, other people, things, and experiences which help him learn.

A. The child will feel good about himself and feel that he is an important person.

a. She will provide toys, scissors, paste, paint, crayons, paper, strings, and other materials for the child.

b. She will provide safe indoor and outdoor play space for the child which will allow him to walk, run, jump, and play with toys.

II. The mother develops attitudes which help her be a better teacher for her child.

A. The mother will show the child that she feels good about herself and about him. By including him in family activities and calling him by his name she will help him feel important at home.

a. She provides opportunities for the mother to use her small muscles such as sewing or preparing instructional materials for the child.

b. She helps the mother organize safe play areas. She shows her how to make large toys from household articles such as boxes, boards, and rope.

II. The home visitor sets an example for all the attitudes she wants to help the mother and child develop.

A. The home visitor provides experiences which help the mother and child feel good about themselves. She conducts many activities with the mother and child which help them know themselves.

B. The child will feel that he can do things.

B. The mother will provide activities which the child can do successfully but which keep the child reaching up. She tells him when he does something well.

B. The home visitor praises the mother and child for the things they can do well.

C. The child will trust other people.

C. The mother will do things with the child in a careful way so he will trust her first. She will provide opportunities for the child to be with other children and adults.

C. The home visitor does things with the mother and child in a careful way so they will develop trust in her. She provides opportunities for the mother to do things with other mothers and many other people.

D. The child will feel that learning is fun and will want to find about things.

D. The mother will present experiences and objects to the child in an enthusiastic manner. She will provide activities which help the child explore things and be curious about things. She will introduce school-type materials to the child.

D. The home visitor shows the mother how to present experiences and objects to the child in an enthusiastic manner. She provides experiences which help the mother use her curiosity.

E. The child will be able to do things by himself with continually less help from others.

E. The mother will provide objects and experiences which permit the child to work by himself. She will praise him for doing more for himself.

E. The home visitor shows the mother how to help the child work independently. She helps the mother to be able to function independently.

F. The child will be able to stay with a task until it is done.	F. The mother will provide objects and experiences which require the child to persist in order to complete them.	F. The home visitor persists in all her activities until she has done what she intended to do. She suggests to the mother and shows her how to use materials and experiences to help the child persist.
G. The child will be able to wait for a reward.	G. The mother will provide opportunities which require the child to wait. She will encourage him to take turns doing things with other people. She will give the child rewards after he has waited.	G. The home visitor provides situations which require the mother to wait for a reward. She gives rewards to the mother. She makes suggestions to the mother about ways to manage her money that require delay of gratification.

Your techniques as a home visitor

Your experiences will be so varied that it is almost impossible to set down a list of techniques for you to imitate. We do not think this would be a desirable list to make, even if it could be done. The one guiding principle is that each visit will probably be handled differently. People are different. These differences are discussed in more detail at the end of Chapter VI. The home visitor must take her cue from the particular mother as to how to proceed with her work.

Learning "how" to make home visits is a process developed over time. The process involves planning, trying out your plans in a visit, and then think carefully about what happened during the visit. The important task of reliving and rethinking the visit is called evaluating the visit.

The home visitor will need to look very carefully at the parts of the visit that seemed to go well. Were the smoother, more successful parts of her visit a result of her planning? Did they just happen by chance? Did she hit upon a technique that worked? Would it work another time with another person in a similar situation?

The home visitor will also need to look very honestly at the parts of the visit which did not go well. She should try to think of other ways of handling the situations that caused the visit to be less smooth. Questions like these are good ones to be discussed with a supervisor. Many home visitors make a practice of writing down their evaluations of their visits. In this way they become "self teachers." They have a permanent record of their own growth and progress as well as a record of the growth and progress of the mothers.

In the next two chapters you will see how some home visitors handled some individual situations. Note how they carefully wrote down their plans and reported on their visits. Many times they explained how they evaluated what went well and what could have been improved during the home visit. We hope that the suggestions which are offered in Chapters IV and V will be stored in the back of your mind for use if you meet similar situations in your experiences as a home visitor.

Chapter IV

THE HOME VISITOR IN ACTION

Introduction

In the case studies which are recorded in this chapter and Chapter V we are eager for the readers and users of this manual to be aware of some of the situations which have occurred before and after the episodes which are described. The common experience which all the home visitors in the case studies shared was putting in many hours of thinking, planning, and evaluating by themselves and with co-workers.

You will notice in the first case study that the home visitor has been asked to make a visit to Mrs. Baker's home by the director of the parent-child center. He had become aware of this need by a social worker's recommendation. In the next chapter Mrs. Hardge has also been asked to make the first visit to the Evans' home by her co-workers. These cases describe "special purpose" types of home visits. In other words the home visitors made these first visits for special reasons. Later, in December through August visits in the Evans' home, another type of home visit is described. In these case studies the emphasis is on learning activities. The reports of visits to the Johnson and Lynne homes also describe home visits in which learning is the focus.

The cases included in these two chapters are based on actual experiences of home visitors working with families who were participating in DARCEE projects. Much of this information is taken directly from our home visitors' accounts of their encounters with a variety of people and situations. From the list of authors in the front of this book, you will notice that Mrs. Horton whom you meet in the summary of the visit to the Lynne family, and Mrs. Hardge whom you follow through the recording of the Evans family visits are home visitors at DARCEE.

The following reports, summaries, and detailed recording of home visits show our home visitors in action. The three vital processes which are necessary for the success of the program are demonstrated:

1. process of planning, implementation (carrying out), and evaluation.
2. process of sequencing.
3. process of interaction which is the basis of building good relationships between all people involved.

Report of a First Visit with the Baker Family

The Home Visitor Plans the Home Visit

In planning for this visit, the home visitor remembered some of the things she had learned about working with people. A major goal of the home visitor is to be a meaningful person in helping a family "do the best it can with what it has." Hopefully, a home visitor at least has three things going for her as she makes this effort:

1. She is reaching out to a family with a positive purpose and attitude. She has something to offer.
2. She is open-minded - ready to listen to and really hear a mother express her feelings or talk about her problems. She takes her cues from the mother and begins where the mother is.
3. She is persistent and goes back until she is sure a mother's distrust, hostility, disinterest, or any other negative response cannot be overcome.

Many times a home visitor will go to a home to offer a service that has not been requested. There is no one approach to use in explaining who she is and the service she has to offer. The home visitor will be received in different ways, too - from a surface friendliness of "come on in" to a suspiciousness or distrust to the extent that there is no answer to the knock on the door. Every visit will be different.

A home visitor will approach some parents who are so needful themselves that these parents must be "given to" before they can "give." They must see clearly that they are, in their own right, persons of worth and that there is a genuine interest in them as individuals.

The Home Visitor Carries Out the Home Visit

The Parent Child Center Director asked the home visitor to see Mrs. Baker after a social worker called to suggest she needed some help because the task of being a mother was overwhelming for her. Mrs. Baker was 22 years old, divorced, and the mother of three preschool children. The social worker described Mrs. Baker as immature, "just a child herself," but a person with some strengths and abilities. However, she thought Mrs. Baker often got so bogged down with the demands of the children and household responsibilities that at home "she just gave up." The social worker had helped Mrs. Baker find part-time employment and it seemed to mean a lot to her to be partially self-supporting. Also, Mrs. Baker felt it was good to be away from all the confusion at home some of the time.

First Visit

Mrs. Baker came to the door when the home visitor knocked. The home visitor said, "I'm from the Parent Child Center over on 21st Street, across from City Hospital. Have you seen our building?" Mrs. Baker mumbled, "Yeah, I believe so, but I don't know anything about it." The home visitor explained that it was a place that offered different types of programs for parents and their young children and asked Mrs. Baker if she could tell her about one of the programs she thought Mrs. Baker might be interested in. Mrs. Baker said she didn't believe so, because she already had a place to leave her children when she was working. The home visitor said she was glad to know that because she knew this was a problem for mothers sometimes when they worked, but that she would like to tell Mrs. Baker about a program where someone came to the home to work with mothers and their children. Mrs. Baker said, "You're right about it being a problem to work and find a place to leave your children and worst of all is getting them back and forth."

"I really would like to hear about how you worked it out," the home visitor said. Mrs. Baker said, "Well come on in but don't look at this house." The home visitor assured her that she knew how hard it was to keep up with everything--that she couldn't possibly keep everything just so-so all the time. "And speaking of so-so," the home visitor said as she looked through the kitchen door just in front of her, "I don't believe I've ever seen a shinier kitchen floor." "I do take pride in my kitchen," Mrs. Baker said with a smile.

"Sometimes I feel like I'm going around in circles," Mrs. Baker said. She then explained that she liked her job, but she was so tired when she got home she just wanted to collapse. She said she had always been bothered with backaches. She pointed out that with no husband to help out, her situation was even worse. The home visitor gave her much support saying she knew how hard it must be to keep going when one didn't feel well and recognizing how hard it was when one person had the responsibility for everything. Mrs. Baker continued to talk about her feelings and problems while the home visitor gave her understanding, support, and praise (praise, for example, when Mrs. Baker said she had never missed a days work or been late during the four months she had been at her job).

Mrs. Baker said, "Oh my goodness, what time it it? I was supposed to pick the children up at three o'clock." The home visitor said it was ten minutes past--could she drop Mrs. Baker by to get them. Mrs. Baker said it was just around the corner, but it would be a help if it wasn't too much trouble.

As they drove around the corner, the home visitor asked if she could come back one day later in the week. Mrs. Baker said, "You come ahead. I'll be home except on Wednesday and Friday. I don't get home until about

2 o'clock." The home visitor said, "How about Thursday morning around 10 o'clock?" "Fine," Mrs. Baker said as she hurriedly got out of the car, "Thanks for the ride, I'll see you."

Evaluation

In evaluating this home visit, here are some questions you can discuss.

1. Why did the home visitor go to this home?
2. What were the results?
3. What do you think the home visitor thinks about Mrs. Baker?
4. What do you think Mrs. Baker thinks about the home visitor?
5. What are some possibilities regarding the next visit?
6. What are some of the things the home visitor said or did that you think were good? Why?
7. What do you think could have been handled another way? Why?

REPORT OF TWO HOME VISITS TO THE JOHNSON FAMILY

Introduction

The home visitor has already made several visits to the Johnson home to get acquainted with Mrs. Johnson. Her youngest child, Bubba, is in the first grade in a public elementary school. The home visitor's job is to help Mrs. Johnson so she can help Bubba do a better job with his school work.

The Home Visitor Plans for the Visit

Before going to the Johnson home, the home visitor prepared a plan. She reminded herself again that her main job was to help Mrs. Johnson to be an effective teacher for her son Bubba. First, she read over the plans she used for this family during the past weeks. She remembered that Mrs. Johnson was doing a good job in reading stories to Bubba and then discussing them with him. She also realized that a few weeks had passed since she discussed Bubba's school work with Mrs. Johnson. When she read her evaluation of last week's home visit she saw that Bubba was having difficulty printing letters. The trainer had suggested that the boy might be having trouble in getting his hands and eyes working together and that some cutting and pasting activities might help.

Now the home visitor had three ideas for the next visit:

1. discuss Bubba's school work with Mrs. Johnson,
2. use a cut and paste activity with Bubba and his mother,
3. continue to help Mrs. Johnson with her story reading.

Next, the home visitor wrote objectives for each of her ideas.

I. Objectives

A. For the mother

1. to get an idea of how aware mother is of what child is doing in school.
2. to determine how much help mother is giving child with home work.
3. to give positive feedback to mother for any of her report which indicates that she is helping the child in this way.
4. to ask the mother to think of other ways she might help the child with his home assignments.

5. to model positive feedback and language stimulation behavior for the mother during the story reading and cut and paste activities.

B. For the child

1. to be able to answer questions about the story.
2. to be able to handle scissors and cut accurately.
3. to be able to paste cut-outs on paper to make picture.
4. to be able to tell a story about this picture.

II. Materials

1. Storybook - The Littlest Snowman
2. Large piece of white construction paper
3. Packet of small pieces of colored construction paper
4. Scissors and paste

The Home Visitor Carries Out the Visit

As the home visitor arrived on this particular visit, she was greeted on the street by several neighborhood children who seemed to know all about her. She was surprised and felt good. She was prepared and on time. Mrs. Johnson met the visitor at the door. She had her coat on. "You just go on with Bubba, I'll be back," she said as she brushed by the startled home visitor.

The home visitor felt like leaving too. "How can I teach the mother if she's not here? What's the use?" she thought. And then she remembered her trainer's advice, "If you lose the mother, work through the child. Show her what the child can do and, more than likely, you'll get her back."

The bewildered child sat waiting on the bed which was in a room that served as both a living and sleeping room. "Hi Bubba! Don't you look smart today." He didn't look up. (Try, try, try!) "How would you like to see what I've brought today?" He raised his eyes but said nothing. At that moment she realized that her original plan would have to be revised. She decided to sing a song. "Bubba, why don't we sing a song? Watch me and listen to what I say and then we'll do it together:

Little blue bird in the tree
In the tree, in the tree
Little blue bird in the tree
Come sing a song to me.
Sing a song about Bubba J."
etc.

The child watched and listened intently - half in disbelief. When he heard his name sung he laughed and turned from side to side. The second time the child joined the home visitor by imitating the finger, arm and body movements she was making. They both laughed and she praised him, "Bubba, you really can sing our blue bird song well!"

She knew that she could now move to the book. She sat close to him on the bed. Mother returned. She smiled and was about to enter another room when the home visitor called to her, "Look what Bubba's learned to do Mrs. Johnson! Won't you join us?" "I've got to cook," she replied. The home visitor answered, "It will only take a few minutes, but we'll come in the kitchen if you like."

The home visitor and child performed in the kitchen. Mother watched. "Now you join in Mrs. Johnson." In the beginning mother seemed to feel a bit foolish. The home visitor understood this feeling of self-consciousness. She used to feel that way too. "She'll get over it," she thought. And she did. Both mother and child were praised warmly when they finished.

The home visitor moved on. "You know Mrs. Johnson, I've got something in my case that you'll enjoy." She removed the large, colorful storybook. They discussed it awhile and then Mrs. Johnson read it beautifully with Bubba at her elbow. Then Mrs. Johnson asked Bubba a few questions about the weather and snow, about the size of the snowman and about the colors of the ice cream cone he was holding. While this was going on, Mrs. Johnson looked over at the stove and then looked back at Bubba. The home visitor sensed that the lesson was really beginning to interfere with Mrs. Johnson's dinner preparation, so she said, "I guess you're pretty busy." Mrs. Johnson answered that she was and that if she didn't get the potatoes peeled, there wouldn't be any dinner. The home visitor took this opportunity to show Mrs. Johnson how to use potato peeling to teach Bubba about different sizes, colors and textures, and also about halves and quarters. Mrs. Johnson seemed happy to get back to her work and Bubba seemed happy to be helping his mother. All three talked about potatoes.

After the potatoes were peeled, cut and in the pot, the home visitor took time to talk to Mrs. Johnson about Bubba's school work. She quickly found out that there was no contact between this home and the school. Mrs. Johnson didn't know what Bubba was doing in class and said that he never had any homework. The home visitor asked if she would like to find out more about Bubba's school work. Mrs. Johnson said she would but didn't have time to go to school. The home visitor agreed to get some information for Mrs. Johnson from Bubba's teacher.

The hour drew to a close. They discussed things that mother and child could do together during the week. "I'm really glad you came back, Mrs. Johnson, and I bet Bubba is too! I hope that you'll be able to be here everytime I come. Is this time still convenient for you?" Mrs. Johnson said it was convenient. They stood by the door chatting for a few moments, and the home visitor left.

The Home Visitor Evaluates the Visit

That same night the home visitor sat down and wrote down a few notes about the Johnson visit. She looked back over her objectives. She checked the ones about story reading and marked "next week" next to the cut and paste objectives. Then she printed "THINKING ON MY FEET" in large letters and described how she had to change her plan when she got to the Johnson home. She included the reasons why she had to change the plan:

1. Mrs. Johnson left when I got there.
2. Mrs. Johnson didn't have time to finish the activities because she had to fix dinner.

and then wrote down what the changes were:

Showed Mrs. Johnson how to use meal preparation to teach Bubba potato peeling for size, color, and texture concepts, halves and quarters. (This would be especially good to share with the other home visitors because most of them had to change their plans, too. They were always interested in finding new ways to help the mother be a better teacher without taking up too much of her time.) Last, the home visitor made a note to remind herself to make an appointment with Bubba's teacher. She really wanted Mrs. Johnson to do this, but thought that she could help by taking the first step.

Questions for Your Evaluation

In your evaluation of the home visit these are some questions you can discuss:

1. Why do some mothers appear to be "turned off?"
2. Since it seems to add a lot of trouble, why does the home visitor focus on the mother instead of the child?
3. How do you think most poor people would feel if asked to do a "school" activity like reading?
4. Why is planning for a home visit important?
5. Why should plans be changed? Can just anything be substituted?
6. How would you have handled the mother's leaving?
7. How would you evaluate the home visitor's performance?

Background

Three months have passed. Mrs. Johnson has already visited Bubba's teacher and plans to attend a parent-teacher conference next week. Bubba is still not bringing home any work from class, but he and his mother have been working regularly on the home visit assignments. Mrs. Johnson has made amazing progress in her teaching. It is almost to the point where the home visitor only has to set out the materials and Mrs. Johnson takes over. Not all of the mothers have made so much progress, so the home visitor truly looks forward to this visit. The home visitor has met with Bubba's teacher a number of times and knows that she is using beginning reading books and an arithmetic work book in class. The whole class is now working on subtraction problems.

The Home Visitor Plans the Visit

As before the home visitor planned for this visit by reviewing her past plans. She felt that Mrs. Johnson was doing so well in her teaching that she was ready to help make the lesson plan for the visit. She hoped that Mrs. Johnson would be able to plan the whole lesson by the time the project ended.

The home visitor's plans showed that Bubba had learned to associate sounds with each consonant in the alphabet and that he knew some of the long and short vowel sounds. With these things in mind she set out three ideas for this week's visit"

1. let Mrs. Johnson plan one activity for next week,
2. build on Bubba's word attack skills by introducing a "word family exercise,"
3. work on subtration.

Next the home visitor wrote objectives for each one of her ideas.

I. Objectives

A. For the mother

1. to be able to select an activity for the next visit.
2. to be able to give two objectives for this activity.
3. to be able to make or help make the necessary materials.
4. to be able to tell a few ways she would be able to help Bubba with subtraction using things in her home.
5. to follow up on the "word family" activity during the week using the materials left by the home visitor.

B. For the child

1. to be able to substitute beginning consonants in front of "at" and "an" and then say the word.
2. to be able to identify the (-) minus sign.
3. to be able to subtract 1 from any number from 2 to 25.

The Home Visitor Carries Out the Visit

The home visitor arrived on time. Mrs. Johnson and Bubba were waiting. They had been watching TV, but when they got ready to work, Mrs. Johnson went over and turned it off. After chatting a few minutes, the home visitor took out the word-family wheel and handed it to Mrs. Johnson. She handled it a moment, and then her eyes lit up when she understood the idea of the first activity. She called Bubba over next to her and began to explain what had to be done. The home visitor sat back and watched. Bubba answered quickly and was able to answer correctly for most of the new words. The home visitor was surprised when Mrs. Johnson asked Bubba to put each new word into a sentence. The home visitor praised her warmly. Bubba had some difficulty but was able to succeed with each word. When Mrs. Johnson forgot to praise him, the home visitor reached over and patted him and said he was doing "very good." Bubba beamed. He seemed to enjoy being "so smart."

The subtraction exercise didn't go as well. Mrs. Johnson looked a bit unhappy about the whole thing. For a while she almost looked angry and then she looked bored. The home visitor sensed that arithmetic wasn't Mrs. Johnson's best subject, so she decided to take over and work directly with Bubba. She discussed the idea of "taking away" using the colored blocks. Mrs. Johnson watched. Bubba had some trouble saying how many blocks were left when he took one away, but after doing it a few times he began to get the idea. Since he was having some difficulty, and since Mrs. Johnson didn't seem too happy about the activity, the home visitor decided to hold off on the mimeographed sheet until next week. She wanted to be sure that this would be a successful experience for Bubba and Mrs. Johnson.

Before the hour drew to a close, the home visitor suggested that Mrs. Johnson might help her plan an activity for next week. At first Mrs.

Johnson said that she didn't think she had time, but the home visitor now knew that this usually meant that Mrs. Johnson really didn't think she'd be able to do a good job and was afraid to come right out and say it. The home visitor reminded her of how well she was doing and suggested that she might begin planning with the word family wheel. This seemed agreeable, and the two began to talk about the activity while Bubba manipulated the wheel and whispered each new word. At the end of the planning it was decided that Mrs. Johnson would make a wheel for the "et" family. The home visitor left after they decided that Mrs. Johnson would use the word wheel to teach Bubba that week.

The Home Visitor Evaluates the Visit

That night the home visitor made a few notes on the Johnson visit. Most of it had gone very well. She was concerned about the subtraction activity. She wrote "THINKING ON MY FEET" and made a note about not using the problems on the mimeographed sheet and explained that this was because of the trouble Bubba had in using the blocks and also because of Mrs. Johnson's unwillingness to get involved in the activity. She decided to continue to work with Bubba using the blocks instead of the numerical problems. She also decided to try to involve Mrs. Johnson in the arithmetic activity by having her help to plan one herself. She was convinced that Mrs. Johnson could do it and wanted to help her get over her fear of arithmetic.

Questions for Your Evaluation

When you are evaluating this home visit the following questions can be discussed:

1. What are some things which happened at the first of the visit which show that Mrs. Johnson has grown in skills and attitudes?
2. Why did the home visitor take over the arithmetic activity?
3. Which of the objectives for the mother were reached?
4. What changes in her plans did the home visitor need to make?

A Summary of a Home Visit with the Lynne Family

Theme: Farm Animals

Family: The Lynnes

Patricia, the mother; Donald, a six-year-old; Melba, a five-year-old; Ronald, a four-year-old; and the target child, Teresa, 30 months; and Rene, the baby.

Objectives: To focus on the interaction between the mother and her children:

visual discrimination

vocabulary

language development (oral expression)

To develop these concepts about farm animals:

Farm animals are different sizes.

Farm animals are different colors.

Farm animals make different sounds.

Farm animals give us food.

Farm animals have different body coverings.

Farm animals need food, water, and air in order to live.

Many types of animals live on the farm.

Materials: Song sheet - "Old McDonald Had a Farm"

Ditto sheets - farm picture

Puzzles - barn and animal

Crayons and paper

Farm animal pictures to cut out

Activity Procedure: Home visitor greets the family making sure she includes all members present. She is however focusing on the mother. She stops and positively reinforces the mother and children throughout the activity.

Home visitor - when seated says to the mother and children: "Guess what! We're going to take a make-believe trip!" (Pause) "Patricia (mother), do you know what make-believe is?"

Patricia: "It's pretend."

Home visitor: "That's exactly right. Patricia, we're going to pretend we're going to visit someplace. I bet all of you knew, didn't you?"

Home visitor setting the stage: "Ok, before we get started, let's all sit up nice and tall. Patricia, I like the way you're sitting up and look at Ronald! He's sitting up ready to go also." (Reward both) "Now, I'm going to sing one verse of a song. Patricia would you and the children listen and try to guess where we are going?" (Pause for an answer)

Home visitor: "I'm putting on my listening ears." (Goes through the motion watching to see if others are following directions.)

Home visitor: "Old McDonald had a farm, Ee-igh, ee-igh, oh. And on this farm he had some cows, Ee-igh, ee-igh, oh. With a moo-moo here and a moo-moo there, here a moo, there a moo, everywhere a moo-moo, Old McDonald had a farm, Ee-igh, ee-igh, oh. Did you like that song?"

(Pause) "Patricia, do you know where we're going?" (Pause)

Patricia: "To the farm."

Home visitor: "Good, Patricia had on her listening ears. You're right. We're going to the farm."

Home visitor takes out farm sheet: "Now Patricia will you name the animals you see in the picture?"

Patricia names the animals and says to children: "You know what this one is?" (Points to the cow)

Home visitor: "Patricia, you lead the song this time and we're going to point to the animals as we say their names."

Patricia, Ronald, home visitor and other children sing song and point to each animal as they sing (cows, horses, pigs, sheep, ducks, chicken, rooster, hen, baby chicks, dogs).

Home visitor rewards the children for their work.

Home visitor: "Let's look at the picture. Patricia can you tell us what's happening in the picture?"

Patricia takes picture and proceeds to explain by asking the children to point out such things as the largest animals in the picture: "Which animal give us eggs? Which animal gives us milk? Which ones give us meat to eat?"

Home visitor: "I'm going to make an animal sound. Patricia, you and Ronald tell me the name of the animal. Let Donald tell us if the animal gives us food. Melba will tell us if he's a large or small animal. We're going to have to take our turn."

Home visitor puts aside ditto and brings out cut out animals. "Now, let's make believe we're farm animals living on a farm and it's feeding time. We've all come out to eat. We're going to ask for our food in our own way."

Each one takes an animal. "Patricia, you begin."

Patricia: "Moo-moo, I am a cow."

Ronald and other children follow with assistance from mother. Matching animal and sound then describing same.

Home visitor: "Let's see if we can count our animals to see how many we have."

Patricia: "We have seven."

Home visitor: "There <u>are</u> seven of us so each one has a different animal. Did you enjoy your trip? Next week I'm going to bring you a story but while I'm gone, Patricia I would like you to ...."

Follow up - Home Assignment:

1. Walk around your neighborhood with your child, notice all the sizes and colors of various animals that you see.
2. Explain that animals have families and name the family members.
3. Let children make crayon rub-ons of the animal cut-outs using crayons the same color as the animal.
4. Let children classify animals according to the noise (loud or soft) they make. (Here mother will have to distinguish loud and soft noises.)

5. Let the children classify according to animal size, or the number of feet they have or their body covering.
6. Serve milk, bacon and eggs for breakfast and have children to associate each one with an animal.

Home visitor will show mother how to introduce puzzle to children. Picture read story of "Little Red Hen" or "Animals Talk To Me."

Evaluation:	1. With mother's help Ronald can count animals. 2. With mother's help Ronald can identify some animals. 3. Ronald does not understand that milk comes from the cow.
Language	Mother and children can express themselves when talking about the animals. They were able to match animals with sound. Mother can name some by-products of the animals.

Family Game — Farm Animals

The mother is chosen to be the farmer.

The other children take the name of farm animals.

The farmer imitates the noise which a certain animal makes. If he says, "Quack, quack," all ducks must move. If he says, "Oink, oink," all pigs must move. The mother plays this game until all children have had a chance to be each animal. Then let the children choose the animal they like best beginning with Ronald and arrange in order of size. See if children can change animals according to their size. Go through the motions of each animal.

Follow up Game — For recognition of color (critical thinking)

What animal is yellow as butter, as yellow as a lemon, as yellow as the sun that ripens all things or is yellow as a banana? (duck, cow, chicken)

What animal is brown like a potato, as brown as dried beans or brown like your shoes? Maybe dog, cow, horse, pigs, chicken.

What animal is red as an apple, as red as tomatoes and as red as a beet? (chicken, bird)

Is there an animal as green as a cabbage, as green as lettuce, as green as cucumbers? (frog, worm)

What animal is white like an egg, white as an onion, as white as white paper? (sheep, chickens, cows)

Is there an animal that is orange as a carrot, as orange as an orange? (none)

Is there an animal as purple as grapes, as purple as violets, as purple as an egg plant? (none)

Chapter V

DETAILED RECORDING OF AN ENTIRE SERIES OF VISITS TO THE EVANS' HOME

Introduction

It would be very important for anyone reading this case study to understand the continuing action taking place during a home visit.

The process begins with the initial visit and every visit after that is directed toward the developing of a favorable mother-home visitor relationship. After this goal is accomplished, the home visitor can be realistic about the conditions that exist in the home. She can also be understanding and sympathetic to the mother's problems while trying to show her better ways to cope with her day to day responsibilities.

This case study is unusual mainly because of the complex family composition. The family is made up of a middle-aged mother and her five young children, and her 19 year old daughter and her three young children:

Kate Evans - a mother in her early forties

Jack (a toddler)
Robert
Patricia
Janet
Patrick (an infant)

Dottie Evans - a very young 19 year old mother

Joey (a toddler) (Target Child)
Jean
Wanda

We would like to assume that because of our weekly visits the mothers became more aware of their ability to cope with almost hopeless situations. We know that this case study will reveal additional information about some of the crises that occur in low-income families. To the people who aspire to be home visitors, this case study will provide typical events that might occur during a home visit.

Rhythm of Home Visits

November 19	
November 22	Initial Visit - beginning the relationship
November 26	
December 10	First Home Visit
December 17	Second Home Visit
January 7	Visit cancelled at Mrs. Evans' request
January 14	Third Home Visit
January 21	Visit cancelled
January 24	Telephoned to schedule January 28 visit
January 28	Fourth Home Visit
February 4	Fifth Home Visit
February 11	Sixth Home Visit
February 18	Visit cancelled
February 24	Visit to schedule March 4 visit
March 4	Seventh Home Visit (video taped)
March 11	Visit cancelled
March 18	Eighth Home Visit (with a professor)
April 1	Telephoned to reschedule visit
April 2	Ninth Home Visit
April 8	Tenth Home Visit
April 15	Visit cancelled (children sick)
April 22	A picnic in the park
April 29	Eleventh Home Visit (video taped)
July 10	Follow-up visit
July 29	Visit to schedule Home Visit
August 9	Twelfth Home Visit - activity conducted by Dottie for home visitor trainees

The Home Visitor Plans for the Home Visit

This is my initial visit to this home. DARCEE became involved with this family through one of the children. Janet is enrolled in an educational program for five year olds in one of the Early Training Centers. Mr. Franklin, a teacher who is one of my co-workers, asked me to go with him to Mrs. Evans' home. The liaison person from the Early Training Center had been unsuccessful in establishing a relationship with Mrs. Evans or Dottie in previous visits to the home. When she had gone with Mr. Franklin before, Dottie had not come in the room where Mr. Franklin was conducting activities with the children.

Mr. Franklin was interested in learning more about the home visitor program. He wanted to learn how to motivate a low-income mother to work more with her children. He was interested in toddlers, particularly two year olds. Since his main concern was to learn about ways to help low-income mothers interact with their children, he thought I might be able to show him how home visitors do this.

Since this is my first visit, the purpose of my visit to the Evans home is to begin building a good relationship with Dottie. I hope Dottie will talk with me and answer the questions which I ask her about herself. I think this is an appropriate objective for Dottie, because she hasn't had a chance to talk about her problems to anyone before. I want to go in the house, sit down with Dottie and explain to her how she can work with her children and her younger sisters and brothers in a way that will help all of them.

From the information Mr. Franklin has given me, we have concluded that Dottie doesn't feel very good about herself. Today I want Dottie to feel better about her situation, by seeing herself as an important person to her children.

The Home Visitor Carries Out the Home Visit

November 19

The children were in the window, waving and smiling when Mr. Franklin knocked on the door. Dottie finally came to the door. As she opened the door, she said, "You'll have to come back. We don't have any heat in the living room." Mr. Franklin very quickly introduced me and explained why I was there. He said, "Mrs. Hardge has worked with lots of mothers and young children in their homes. She would like to come in and talk with you about some of the things she has done with mothers. She hopes she will be able to work with you and your children, too."

Then Mr. Franklin asked if there was another room where we could have the activity. He even suggested using the kitchen. Dottie answered "no" to both questions. She explained that her mother, who had just come home from the hospital, was in the only room where there was heat. She added that the children were not dressed. I said to Dottie, "Well, I can come in and help you dress the children." Dottie replied, "No, ma'am, that's all right." A long pause followed her statement.

Finally Mr. Franklin asked, "Can we come back?" Dottie readily agreed to this. It seemed she was ready to consent to anything to prevent our entering the house at the moment. Mr. Franklin said, "We'll come back on Monday at 1:30 p.m." Dottie's facial expression showed that she felt relieved because we were leaving. She seemed so happy that we were leaving that she volunteered to have all the material which Mr. Franklin had left put together before we came back.

The Home Visitor Evaluates the Home Visit

Dottie was friendly and did not appear to be hostile to me. She responded to my presence by talking. She was obviously very embarrassed about allowing me to come into the home. There is some hope that she does want me to come back, because she volunteered to have all the materials together. I could not tell for sure if she was interested or disinterested in the program. However, she did seem to be listening to what I had to tell her.

I decided to offer help for dressing the children to show my concern for her situation. I wanted to show her that I understood that she had a great responsibility in caring for the children. Although Dottie might have really wanted me to come in and help her with the children, she wouldn't let us in the house. Her embarrassment about the condition of the house shut out everything.

The Home Visitor Plans for the Home Visit

My objective on this visit is to show Dottie that I kept my promise to continue our relationship. I feel Dottie will need to be reminded that I am going to her house on Monday. Reminding Dottie about the visit is important, because I want Dottie to learn to trust me. I wanted her to see that I was interested in working with her and her children.

The Home Visitor Carries Out the Home Visit

November 22

I made a visit to the Evans home to remind Dottie about our appointment for Monday, November 25. Dottie did not ask me in, nor did I ask to come in. Dottie said if it was pretty weather like it was today, it would be all right for me to come back Monday. I suggested if it was cold we could go in the other room where there was a fire for a short activity. She said her mother was still in the bed, and we might bother her.

She said, "Joey is afraid of people." The other children came to the door with Dottie. They were smiling and when I said, "Hi there, how are you?" one of them finally said, "Hello." Joey had on a tee shirt (and nothing else), Dottie was barefoot and had her coat on. Dottie seemed a little more relaxed today. By the end of our conversation, all of the children told me good-bye.

The Home Visitor Evaluates the Home Visit

I saw a lot of progress today in my building a good relationship with Dottie, because she responded more to me. Her acting more relaxed showed me that she felt more comfortable with me. She was friendlier with me and had more to say. She talked about Joey without my even asking her about him.

I feel that Dottie <u>does</u> want me to come back, because there was hope in her consent to let me come if the weather was good. This "leaves the door open," so to speak, for me to visit Monday.

The Home Visitor Plans for the Home Visit

The purpose of this visit is to extend the relationship between Dottie and me. I need to find out what kind of interaction is already going on among Dottie and the children. I can see how Dottie talks to the children and works with them in a planned activity. Because I also want to see what the children can do, I think these objectives and activities should be appropriate:

I. Objectives

A. For the mother

1. To show the kind of interaction she uses with the children.

2. To become more involved with the children while the home visitor is present. (I want Dottie to stay in the room with me and the children!)

B. For the target child

1. Eye/hand coordination

2. Persistence

C. For the other children

1. Persistence

2. Motor development

3. Verbalization

II. Activities

A. For the target child

1. Putting shapes in the mailbox

2. Pounding with a hammer

B. For the other children

1. Singing action songs

a. "Where Is Thumbkin"

b. "If You're Happy"

2. Working simple object puzzles

III. Materials

Mailbox and shaped objects

Pounding board with pegs and hammer

Puzzles (4)

Fruit

Vegetables

Toys

Tools

The Home Visitor Carries Out the Home Visit

November 26

(This visit, as the two previous ones, took place on the front porch.)

Dottie met me at the door this morning. She said her mother thought it would be better if we waited until she was well to resume our visits. I asked if I could go in for just a minute to meet her and ask how she was feeling. Dottie said "no," in an obviously nervous tone. This was another strong indication from Dottie that she would be very uncomfortable for me to go in this house. I decided to bring this into the open and asked her, "Would it embarrass you for me to go in the house? If so, I will not insist on it and embarrass you anymore." Dottie did not answer me, but looked at me as if she knew I understood.

Dottie was still vague about what had happened to the materials Mr. Franklin had left. I continued talking with her and asked her what she and

Joey did together. She said, "Joey moves around the house a lot while I'm home, but if I have to go away, he will get in the bed and stay there." She admitted that she didn't talk to Joey much. I asked, "Could you give Joey something to play with when he preferred to be in bed?" I also suggested that she might learn to talk to him more often. She said, "I guess so."

I suggested that there are ways she could work with her children and her younger sisters and brothers in a way that would benefit all of them. I said, "You are a very important person in their lives. You can have a lot to do with making life better for them. Many of the mothers I have worked with felt that our work together helped them and their families." Dottie looked right at me and nodded as though she believed me.

All of the children had bad colds from playing outside the day before without putting on their coats. I told her I realized she had quite a bit of responsibility looking after the children with her mother being sick, I added that I was very interested in her and wanted to help her. I explained that I hoped that she would be able to prepare herself for a job that would benefit her and the children in more ways than one. She talked more than she had the week before and was still very friendly. She was dressed this morning, and the children waved again from the window. Dottie had to go to the store, but refused my offer of a ride.

The Home Visitor Evaluates the Home Visit

I did not accomplish all of my objectives today. The relationship was greatly extended, however, by talking to Dottie about her reluctance to allow us to come in the house. I told her I would not embarrass her again by insisting that I come in for any reason. There was no verbal response to this remark, but from the way Dottie looked at me, I knew she understood that I was sympathetic to her problems.

She talked more about Joey and admitted that she didn't talk to him much. I told her why I wanted to work with her and her children every week, emphasizing the important role she played in their lives. I pointed out many of our activities would help her to develop the skills needed to cope with her day-to-day responsibilities. Dottie listened to me and looked as though she believed me and trusted my sincerity in wanting to help her.

She was still very friendly toward me but refused my offer to give her a ride to the store. I told her I would call her during the following week. She said that my coming back for a visit would depend on the weather. I feel that this visit really established our friendship and helped pave the way for another visit.

The Home Visitor Plans for the Home Visit

Since I was unable to carry out my last visit as planned, I plan to try to work on the same objectives using the same activities as written for November 26.

I. Objectives

A. For the mother

1. To show the kind of interaction she uses with the children.
2. To become more involved with the children while the home visitor is present. (I want Dottie to stay in the room with me and the children.)

B. For the target child

1. Eye/hand coordination
2. Persistence
3. Verbalization

C. For the other children

1. Persistence

2. Motor development

3. Verbalization

II. Activities

A. For the target child

1. Putting shapes in the mailbox

2. Pounding with a hammer

B. For the other children

1. Singing action songs

a. "Where Is Thumbkin"

b. "If You're Happy"

2. Home visitor will read the book - Pat the Bunny

III. Materials

Mailbox and shape objects

Pounding board with pegs and hammers

Book - Pat the Bunny

Puzzles:

Fruit

Vegetables

Toys

Tools

The Home Visitor Carries Out the Home Visit

December 10

Joey worked with the mailbox, putting the right shape in the right slot. He tried hammering the pegs on the pegboard but was more interested in the mailbox.

I read the Pat the Bunny book. With persistence I managed to involve Joey and the other children in the touching activity.

The other children worked puzzles while Joey was working with the mailbox. They rotated the puzzles among themselves and had very little to say. They could only name the objects in the toy puzzle.

We sang "Where Is Thumbkin" and "If You're Happy."

The Home Visitor Evaluates the Home Visit

Dottie was very patient in showing and helping Joey work with the mailbox and the pegboard. I told her to allow him to play with the mailbox (which I left) when he wanted to stay in the bed.

The other children tried to imitate the home visitor actions while we were singing, but they could not say the simple words clearly. Dottie joined us in singing after much persuasion. We persisted in keeping her in the room - she went out twice and stayed for some time, but I called her back.

I explained to Dottie what we were trying to do. The activities which seemed to be all play were really ways to develop certain skills necessary for learning with younger children. I told her that I would demonstrate some skills for her which would be useful while she was looking after the children.

Examples:

1. The Pat the Bunny book showed the children that some objects feel differently.
2. Naming the objects in the puzzle and talking about them helped them "say" more words.
3. Younger children like Joey like to handle things and find out how they work.

I told Dottie using a little more of the patience she had shown with Joey with the other children would be helpful in carrying out my suggestions. She said she would try.

I believe the activities today strengthened our relationship. They also help set the stage for a mutual interest for Dottie's participation in future visits.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To get Dottie to remain in the room during the activities.

2. To talk to Joey while working with the mailbox and pegboard.

B. For the target child

1. Eye/hand coordination

2. Language development

3. Motor development

II. Activities

A. For the target child

1. Fitting shapes in mailbox

2. Pounding pegs in board with hammer

B. For the other children

1. Singing

a. "If You're Happy"

b. "Where Is Thumbkin"

2. Naming objects in puzzles and working the puzzles

3. Pasting activity - making Christmas tree, using green triangles

III. Materials

Mailbox

Pegboard - hammer

Puzzles - simple objects

White construction paper

Green triangles - red stars

Paste

The Home Visitor Carries Out the Home Visit

December 17

Dottie had prepared for my visit today. She had made a fire in the back room and the floor had been mopped. Even though the room had very little furniture it presented a clean and neat appearance.

Dottie stayed in the room today and worked with Joey, talking to him while he worked with the mailbox. He has become quite familiar with this toy and has started turning the box around in order to get a shape in more easily. He also insisted on opening the front door of the mailbox after dropping each shape through the slot. He pounded the pegs in the board and showed more interest in being able to knock the pegs down with the hammer. Joey and Dottie worked together making his Christmas tree. He put the paste in his hair and raised a big fuss when we took the paste away.

The other children worked on puzzles and could name more of the objects today. They followed the home visitor's instructions step by step in making their Christmas tree and were very proud of the results.

They sang "Santa Claus Is Coming To Town" and had fun swinging their mobile Santa Clauses while singing.

The Home Visitor Evaluates the Home Visit

I was delighted with Dottie's performance today. She had obviously put a lot of work in getting prepared for my visit. She stayed in the room during the entire visit and worked with me. I felt I really reached my objective in getting Dottie to talk to Joey. Her helping me with the activities for the other children was also a mark of progress.

In this home visit I observed several examples which showed that Joey is becoming more responsive. His smiling today when I arrived is one example. This is the first sign of any emotional response he has made to anything since I have been visiting the Evans' home. The intensive amount of interest which he showed in everything today indicates that he is much more aware of what is happening to him. The mailbox and pounding board are materials with which he can work successfully.

The other children could really follow my directions today. They made the Christmas trees step by step in the way that I had instructed them. They sang much better today. They were very motivated for singing because they wanted to sing the songs several times. Their ability to label objects is improving as demonstrated by their being able to name the objects in the puzzles.

The Home Visitor Plans for the Visit

I. Objectives

A. For the mother

1. To get Dottie to remain in the room during the activity.
2. To talk to Joey during the activity.
3. To reinforce (physically and verbally) Joey and the other children when they tried a task whether it was successful or not.

B. For the target child

1. Eye/hand coordination

2. Verbalization

C. For the other children

1. Verbalization

2. Motor development

3. Color concept: red - blue

II. Activities

A. For the target child

1. Working with pegboard and hammer

B. For the other children

1. Singing

"If You're Happy"

2. "Let's Pretend"

a. Birds - airplanes flying

b. Rabbits hopping

c. Shuffling motion of train

3. Story

The Three Bears

III. Materials

Pegboard - hammer

Paper - crayons

Book - The Three Bears

The Home Visitor Carries Out the Home Visit

January 14

We began the activity today singing "If You're Happy." I rewarded them with M and M's for trying to sing the song without my help.

I worked with Joey using the pegboard and hammer. He knew how to knock on the peg with the hammer when a peg would not fall through the hole.

The other children drew pictures while I worked with Joey.

We all played "Let's Pretend" and the children responded eagerly by imitating the sounds and the motions of an airplane and train.

I read the story The Three Bears, naming the colors of clothing the bears were wearing. Three of the children were wearing the same colors. We were sitting on the bed while I read the story and before I finished, Joey fell asleep.

When Dottie returned from the store, the children told her the name of the story I had read. She very willingly sang "If You're Happy" with the children.

The Home Visitor Evaluates the Home Visit

When I arrived, Dottie asked me if I would stay with the children while she went to the store. She said, "It won't take me long." After waiting for a while I decided to go ahead and have the activity with the children. Joey showed that he is improving in eye/hand coordination while working with the pegboard and hammer today. The other children worked independently and were able to talk about the pictures they had made. They are talking better and I can understand more of the words they say.

They imitated me in the "Let's Pretend" activity and followed my instructions. They have heard the story The Three Bears often enough now to be able to talk about the characters and what happened in the story. Since it was apparent that the children had no experience with books prior to my visits, I think it is very important for the children to become familiar with one story. I want to be careful to provide only a few new things at once

for them. If I were constantly changing the books and materials I think the children would be more interested in their content instead of the concepts I want them to learn from them, such as colors, sizes, and number. By having the children practice saying the same words, I will be able to see how much they have improved with their speech. Joey fell asleep while I was reading the story.

When Dottie returned they lost interest in the activity and became excited about the food she had brought, bread, cookies, and doughnuts. They did tell her about The Three Bears.

Dottie seemed more relaxed today and very willingly consented to sing "If You're Happy" with the children. I did not join in the singing. She was very patient trying to get the children to follow her directions.

The Home Visitor Plans for the Visit

I. Objectives

A. For the mother

1. To remain in the room during the activity.

2. To read story, The Three Bears, dramatizing the voices of the characters.

3. To be involved with Joey in his activities.

B. For the target child

1. Verbalization

2. Motor development

3. Auditory discrimination

II. Activities

A. For the target child

1. Singing "Pat-a-Cake"

2. Unscrewing lid off jar to find out what is making the noise when he shakes the jar.

3. Looking at the Pat the Bunny book, alone.

B. For the other children

1. Talking about story The Three Bears, read by Dottie.

2. Singing

a. "If You're Happy"

b. "Where Is Thumbkin"

3. Making 3 bears using circles.

III. Materials

Books - The Three Bears, Pat the Bunny

Covered jar with bell inside

Construction paper

Crayon - paste

The Home Visitor Carries Out the Home Visit

January 28

We sat on the bed while Dottie read the story The Three Bears. When the children said "two bears" instead of "three" she held up three fingers and counted 1-2-3 to show them how many. Joey was very interested in the book and pointed to the pictures while Dottie was reading. He did not make any sounds. We talked about the story; what the bears did, their home and Goldilocks. After this Dottie said she really had something else to do and left the room. I worked with the children helping them paste circles on paper to make the three bears. (See Appendix A for a description of this activity.) They were very proud of their pictures and carried them in the next room to show Dottie and Mrs. Evans.

I read Pat the Bunny book. They followed my instructions for each page.

Joey worked hard trying to unscrew the lid off the jar when he realized there was something inside after he shook it several times. After he succeeded in getting the lid off he wanted to run with it. I gave him the Pat the Bunny book to look at by himself, telling him the jar would break if he fell down while running and he would cut himself. He tried to imitate the other children during the singing and made a few sounds.

When Dottie came back (without being called), she and the children sang, "Pat-a-Cake" and "Where Is Thumbkin."

The Home Visitor Evaluates the Home Visit

I achieved some success in reaching my objectives today since Dottie remained in the room during most of the activity. Her mother, who was back home from the hospital with the baby, was still in bed. Dottie has more responsibilities now. I made no comment when she said, "I really got something to do now." I had to remember that I, as a home visitor, was a guest in this home. I must be careful to respect the rights and privileges of these people while I am in their home. When she came back, I told her I was glad that she had time to come back. I feel that Dottie is really interested in what I am trying to show her about working with the children.

Joey is responding more to the activities and will continue to do so if I persist in my efforts to keep Dottie involved. As evidence of this increase in Joey's responsiveness, he pointed to pictures in the book, looked at the Pat the Bunny book by himself, and went through the motions of the songs. He made a few sounds as if trying to sing. I hope that this is the beginning of his being able to verbalize, since most children at his age are talking and saying some words very clearly.

I am glad that I continued to use the same books. I can see how the children were able to talk more and grasp the concepts I wanted them to learn.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To stay in the room during the activity.

2. To be involved with Joey in his activities.

3. To reinforce (verbally and physically) Joey and the other children.

B. For the target child

1. Verbalization

2. Motor development

3. Eye/hand coordination

II. Activities

A. For the target child

1. Looking at pictures in the book The Three Bears.

2. Fitting nesting bowls (3 bowls, 3 sizes, which would fit one inside another).

3. Putting shapes in mailbox.

B. For the other children

1. Singing

a. "Pat-a-Cake"

b. "If You're Happy"

2. Listening to story The Three Bears, then retelling the story.

3. Drawing

III. Materials

Book - The Three Bears

Three plastic nesting bowls

Paper - crayon

Mailbox - shapes

The Home Visitor Carries Out the Home Visit

February 4

I had the activities with the children alone today. They sat and listened very attentively while I read the story, laughing loudly when I dramatized the voices of the "three bears." They were able to answer most of the questions about the "Three Bears and Goldilocks."

While the other children were drawing pictures, I observed and talked to Joey while he was trying to fit the nesting bowls inside one another. He succeeded after many attempts. He looked at the pictures in the storybook alone while I talked with the other children about their pictures. He also worked with the mailbox alone. Joey tried to imitate the other children while they sang "If You're Happy" and "Pat-a-Cake."

The Home Visitor Evaluates the Home Visit

When I arrived, Dottie was dressed and said, "I've got to go to town." As on a previous visit I decided to stay and have the activity alone with the children. If I can involve the children in activities which show what they can learn, this should help Dottie see what she can do with the children.

For the first time since going to the home I had the opportunity to talk to Dottie's mother. She was very receptive to what I told her and came in several times during the activity. Joey still interacts with the other children but also works independently while I am helping them.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To remain in the room during the activity.

2. To be involved with Joey in his activities.

3. To reinforce (verbally and physically) Joey and the other children.

B. For the target child

1. Language development: saying the home visitor's name

2. Motor development: small muscle coordination

3. Tactile discrimination: feeling objects of different textures (hard, soft, rough, and smooth).

C. For the other children

1. Ability to follow instructions

2. Color concept - red

3. Language development: saying the home visitor's name

II. Objectives

A. For the target child

1. Singing

a. "Pat-a-Cake"

b. "If You're Happy"

2. Exploring <u>The Touch Me Book</u>

B. For the other children

1. Looking at picture books

2. Singing

a. "Old McDonald Had A Farm"

b. "Pat-a-Cake"

c. "If You're Happy"

III. Materials

A. Books

1. The Touch Me Book

2. Farm Animals

3. Cars and Trucks

B. Puzzles

The Home Visitor Carries Out the Home Visit

February 11

Before I began the activity, all of the children insisted on telling me my name.

We sat on the bed while looking at the Farm Animals book. They recognized two animals in the picture, dog and cat. We imitated the sounds the animals make.

Joey looked at The Touch Me Book alone while the other children worked puzzles. He continued to look at the book when the children sang "If You're Happy" and "Pat-a-Cake."

The children were able to name most of the cars and trucks and what they were used for in the picture book. They also identified the color "red." We sang "Old McDonald Had A Farm" imitating the animals they had seen in the Farm Animals book.

The Home Visitor Evaluates the Home Visit

I did not contact Dottie about coming for a visit this week. Mrs. Evans had told me, "You don't have to call anymore, just come on. The children seem to be getting so much from your being here." The children were waiting eagerly for me. There was one exception, Dottie was dressed and left. I learned later that she had to go to town. Mrs. Evans came in during the

activity to watch and also to put wood in the stove. Jack (Dottie's little brother, who is the same age as Joey) stayed with us. He watched everything but did not utter a sound.

I reminded Mrs. Evans we would be taking pictures of the activities next week. I told her I would and could easily help Dottie get the children ready. She said they would be looking for me. I gave the children red balloons as a reward for being able to tell me my name.

Although I did not reach my objectives with Dottie today I felt I had achieved a small degree of success in getting Mrs. Evans more interested in what I was doing. Perhaps through her I may be able to get Dottie more involved in the activities.

The Home Visitor Plans for the Home Visit

The purpose of this visit is to schedule a home visit that would involve video taping. Now that we have a specific date set I want to be sure we can go to the Evans home on March 4.

Visit to Schedule Future Visit

February 24

Since the visit had been cancelled on the previous week I went to the home to remind Dottie and Mrs. Evans about the March 4 plans for a video taped activity.

When I arrived Dottie was busy trying to clean up her mother's bedroom. She didn't have too much to say. She did say I would have to talk to her mother about coming on Wednesday for a visit.

I went outside to talk to Mrs. Evans, who was in the backyard trying to rake up trash and burn it. She said she had been told to clean up the yard, but she hadn't bothered about it because she thought the Urban Renewal Program

or highway project was going to buy the house. She said she had bought new furniture for the living room but Dottie let the children tear it up.

She said she might try to fix up the hall. I suggested the living room would be better for taking pictures since it was larger. I assured her we would only be there for about an hour. She said she would do her best. The children were trying to help her clean up the yard.

I went back in the house to tell Dottie that her mother said it would be all right. Dottie was not her usual friendly self. After replying to my offer to come early on the following week to help her get the children ready she said, "I am not going to be in the program anymore." When I asked her why, she replied that she was going to work. I asked her if she had already found a job and she said she was going to get one. She promised me she would continue working with the children and me during the activities.

A teen-aged boy was curled up asleep on a small couch in the mother's bedroom. Mrs. Evans' baby and her two-year-old son were asleep on her bed. Joey was outside with the other children. He gave me a friendly smile but said nothing. The children were trying to help clean up the backyard. They called my name to let me know they still remembered.

The Home Visitor Evaluates the Home Visit

I can now complete my plans for the video taping on March 4. I realize that Mrs. Evans is self-conscious about the appearance of the home. However, she seems to be cooperative and willing to let us come in and do the taping. I think that she feels this will be a beneficial experience for her children and grandchildren. Her willingness to let other staff members enter their home indicates that a feeling of trust is being developed between us.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To demonstrate how a mother can interact with her youngest child and involve her other children.

2. To involve Dottie in a demonstration activity with Joey and other children.

B. For the target child

1. Eye/hand coordination

2. Motor development

3. Speech development

C. For the other children

1. Speech development

2. Motor development

3. Ability to follow instructions

II. Activities

A. For the target child

1. Putting shapes in mailbox

2. Scribbling on paper

3. Rolling and throwing ball

B. For the other children

1. Singing

a. "Pat-a-Cake"

b. "If You're Happy"

2. Story: Pat the Bunny

3. Drawing pictures

4. Puzzles

III. Materials

Mailbox and shapes

Storybook: Pat the Bunny

Puzzles

Paper - crayon

Ball

I will be accompanied on this visit by two co-workers. Mrs. Green will be running the video tape equipment. Miss Nichols will assist her.

The Home Visitor Carries Out the Home Visit

March 4

We began the activity singing "Pat-a-Cake" and "If You're Happy." I talked to Joey while he worked with the mailbox. He waited until he puts all the shapes in before he takes them out. Joey and Jack rolled the ball to one another on the floor, then started to throw it. At this point we started the drawing activity. Joey and Jack imitated the other children scribbling and drawing on paper.

I read the book Pat the Bunny, and they followed my instructions for each page.

The other children worked independently with puzzles while I worked with Joey and Jack.

Dottie finally came and agreed to sing "If You're Happy" with the children.

The Home Visitor Evaluates the Home Visit

The children began to settle down and relax after Mrs. Green gave them the opportunity to see themselves on the monitor screen. They became so involved after we started the activity, that they paid little or no attention to the video equipment.

Since they are able to say words more clearly now the singing activity went well.

Dottie had her mother's baby at the beginning of the activity. I offered to hold him, but she said, "That's all right." I did not insist. She went out to answer the telephone and stayed so long I had to call her. When she finally came in, I told her I would hold the baby, and she could sing a song with the children. She agreed to do this so I did get her involved at the end of the activity.

Although I did not get Dottie into the activities until the end, progress was made in building our relationship. She seemed to be less concerned. She acted disinterested and unconcerned on my visit on February 24. Today I think Dottie is not totally disinterested since she took a small part in the activities.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To be able to help the target child with his activities throughout the entire home visit.

2. To be able to talk with the target child about what he is doing during his activities.

B. For the target child

1. Discrimination of sizes of circles using the color cone.

2. Using small muscles for coloring a picture, unwrapping a package, and pushing a wheel toy.

II. Activities

A. For the target child

1. Putting different sizes of circles on the color cone.

2. Coloring a picture of an apple.

3. Unwrapping a surprise package which contains a red toy car.

4. Playing with the toy car - rolling it and pushing it back and forth across the floor.

B. For the other children

1. Songs

a. "If You're Happy"

b. "Pop Goes the Weasel"

2. Nursery rhyme - "Pat-a-Cake"

3. Play a "red" game - find red articles

4. Read Little Red Riding Hood

5. Talk about a picture of a red apple, followed by coloring a picture of an apple red.

6. Assemble puzzles

III. Materials

Color cone and circles

Picture of apple and crayons

Surprise package

Red articles

Book - Little Red Riding Hood

Puzzles

The Home Visitor Carries Out the Home Visit

March 18

I was accompanied on this trip by a teacher from a college who was visiting DARCEE.

We arrived early, Dottie was still mopping when we arrived. Her mother was helping her to get the room in order and trying to dress the children.

Several pieces of furniture had been moved into the mother's bedroom which is the only room with a stove for heat. A teen-aged boy was leaving the house when we arrived and a young man in his late twenties was there during the entire activity but had nothing to say.

The children were happy to see me but became very shy when they met the teacher. They relaxed, however, when she entered into the activity and encouraged them to talk to her. Three of the children had colds. Dottie also had a cold. Jack seemed to be very unhappy and kept moving around as if he wanted someone to comfort and love him, or show him some kind of affection. He seemed to cling to anyone who would touch him. Mrs. Evans was very interested in the activity and volunteered some hints when we tried to get the children to identify the picture of a red apple.

The Home Visitor Evaluates with the Observer

1. Story Little Red Riding Hood, too long and detailed. Pictures in book not very colorful and too sophisticated for children. Books with lots of pictures, but few words are needed for children who have had little or no story reading experiences.
2. When showing picture of a red apple, we should have shown a real apple at same time. However using a real apple might have caused a problem because the children might not have been able to wait to eat it.
3. Giving Dottie an apple suggested that she was a child too. Verbal praise would have been sufficient for her. Dottie worked very patiently with Joey today and stayed during the entire activity.

Everything went well until the electric service man came and disconnected the service. I thought there was a shortage in the lamp and reached to try to turn it on, but the teacher, who had seen the man drive up in the

truck and climb the pole, quietly gestured to me to stop trying. Mrs. Evans went out to talk to the man. We did not see her again. When we left, the young man had laid down on the bed in the corner and apparently gone to sleep.

Notes on Cancelled Visit

March 25

I could not go to the Evans' home, because my car was in the shop for repairs. I called Dottie on Monday, March 24, to let her know I would not be there on Tuesday. She said she knew the children would be disappointed, because they had gotten used to me and looked forward to my visits.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To remain in the room during the activity.

2. To be involved with Joey in his activities.

B. For the target child

1. Language development: fluency of speech

2. Touch discrimination: feeling soft and fuzzy objects

C. For the other children

1. Language development: fluency of speech

2. Color concept - red

II. Activities

A. For the target child

1. Looking at picture in the animal book

2. Exploring Pat the Bunny book

B. For the other children

1. Singing

2. Cutting out pictures that have color red in them

3. Pasting pictures

III. Materials

Books:

Farm Animals

Pat the Bunny

Old magazines

Paper - paste - scissors

The Home Visitor Carries Out the Home Visit

April 2

When I arrived, Dottie had company. She was in another part of the house from where I was going to conduct the activities. I told Dottie, "The children and I will go on in the other room." She said she would be there in a little while.

I went ahead and started the activities without Dottie. The children and I looked at magazines to find pictures that had the color red in them. I helped them cut the pictures out and paste them on construction paper. Eventually one of the young men who was visiting came in to the room with the children and me. He seemed to enjoy the activities.

When her company left, Dottie came in with us. I showed her what we had been doing. I asked her, "Can you help the children find other pictures in the magazines that have the color red in them?" She said, "I will if they don't tear them up." I asked her to put the magazines away until she could help them. She added, "They have never used scissors before." Her company returned, so she went back to the other room with them.

I talked to Joey about the Pat the Bunny book and the Farm Animals book while the other children worked puzzles. We had a singing session, and the children decided what songs they wanted to sing. Janet suggested some songs she had learned at the Early Training Center. She led the singing. Janet was home today because the Center was closed.

The Home Visitor Evaluates the Home Visit

I did not reach my objectives today for Dottie. I realized that I had three alternatives when I saw that Dottie had company. I could have rescheduled this visit, or asked Dottie if she could leave her company for a while, or I could have conducted the activities alone. I decided to conduct the

activities alone. I did not want to disappoint the children since they were eager to see me. Dottie showed interest in what we were doing, and came into the room after her company left. At least I'm still holding her interest and not losing ground from this visit! This shows that Dottie is still making some progress although it was not the amount of progress I expected to make.

I felt disappointed with the situation today, but I really had to think of what I was doing here as a home visitor. I had to be tactful and also realistic, since I knew my job was to help Dottie teach her children.

Since Joey did not say anything again today, the language objective was not reached. He was interested in the scissors and tried to use them. Of course, he always likes to work with paste! The fact that Joey enjoys pasting indicates that he would probably like finger paint and modeling clay. Perhaps I won't introduce these materials yet. I just recently introduced crayons which the children had never used before my visits. I want to be careful to keep the activities simple with a minimum of materials. I do not want to bombard Joey and the other children with too many things.

The other children were very successful in recognizing the color red in some of the pictures. They picked up on some other colors, too.

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To remain in the room during the activity.

2. To be involved with Joey in his activities.

B. For the target child

1. Language development: fluency of speech

2. Motor development

C. For the other children

1. Language development: asking questions - answering questions

2. Color concept - red

II. Activities

A. For the target child

1. Talking about pictures in Farm Animals book

2. "Pat-a-cake" rhyme

B. For the other children

1. Talking about pictures they had cut out and pasted on paper

2. Working puzzles

3. Talking about farm animals in puzzles

III. Materials

Book - Farm Animals

Puzzles - farm animal

Paper - red crayon

The Home Visitor Carries Out the Home Visit

April 8

I was late today, because another meeting had lasted longer than I had thought it would. When I stepped on the porch of the Evans' home, the children started shouting, "Here comes Mrs. Hardge."

Because Joey was asleep, Dottie and I worked with the other children. The children wanted to know what we were going to do. I replied, "I want to see the pictures you have cut out." Dottie said, "I hid the magazines, and they found them. They tore them up." I said, "Well, since we don't have any pictures, we can draw pictures and color them red." Robert asked for the green crayon. All of us, Dottie included, got down on the floor for this activity.

Dottie left the room after the drawing activity, and I read the story, Farm Animals. After talking about the farm animals we sang "Old McDonald Had A Farm," imitating the animals in the story. Dottie came back in the room and worked with the children on the puzzles. They rotated the farm animal puzzles. They were able to name the animals in the puzzles.

The Home Visitor Evaluates the Home Visit

Dottie stayed in the room most of the time. She only missed my demonstration of reading a story. I almost reached the first objective for her. Obviously with Joey asleep she could not be involved in his activities. Because this was such a short visit, I decided not to have him awakened. Since this was not the usual pattern for him to sleep while I was there, I decided it was best not to bother him.

The other children talked more and asked many questions about farm animals. They enjoyed imitating the sounds that farm animals make while singing "Old McDonald Had A Farm." They talked more, because Dottie seemed to be more interested in what they were doing. Jack, who is the same age as Joey, became very involved in the activities. I'm sure glad I had the crayons and paper along with me today, because I would have been sunk since the magazine pictures were not available! When Robert asked for the green crayon this indicated to me that he was able to name the color green.

The Home Visitor Plans for a Special Event

I will soon be working on another project this spring. This means that I will not be able to continue my visits to the Evans' home. I would like to reward the family for their cooperation during the home visits. Plans have been completed for video taping on April 29. However, I am scheduled for my weekly visit on April 22. I don't think I should have a planned

activity for the next to the last visit. Perhaps the Evans family would enjoy having some type of recreation with me.

I suggested that we go on a picnic. Dottie said, "That would be good, because the children have never been on a picnic." The Evanses live about six blocks from a large city park. I asked Dottie if the children had been to this park. She answered, "They have never been over there." Therefore, Dottie and I decided that we would go to the park for a picnic on April 22.

Since this will be a special event I will not need to write down detailed lesson plans like I use for regular home visits. I will be observing how Dottie interacts with the children outside of the home. In this way I will be able to see how Dottie is using the skills I have tried to help her develop.

An evaluation of this special event can be made from the report written about the picnic. In this report I can see how Dottie demonstrated the skills which were practiced in the program.

A Picnic in the Park

April 22

Dottie was on her way to the store at Elm and Oak when I turned off Oak to go up Elm. She waved for me to stop and said she wouldn't go to the store because the children were ready and waiting for me. When I drove up in front of the house, the excitement was contagious. Mrs. Evans was very happy and tried to tell the children to calm down, but her attempts were in vain. Dottie went in the house and brought the drawings out the children had done for me. She had even kept the crayons in the plastic bag.

We loaded up the children. Jack and Joey were put in the front seat with Dottie. Robert, Jean, Patricia, and Wanda sat in the back seat. Joey had his box with him which he refused to leave or let anyone else hold during the entire trip. Dottie had put extra panties inside the box in case of an

accident. Miraculous as it was no one had an accident even though they consumed a gallon of punch. As we were going down Oak the children began to name the different cars and trucks that were red. When we saw a police car they became very quiet. It was obvious they were really frightened. Dottie and I tried to reassure them that the police would not hurt them.

As we entered the park two school buses drove up and Robert and Jean immediately shouted that they were school buses. This was followed by remarks such as, "They are yellow!" and "It's two!" They counted, "One - two!" Dottie asked, "How did you all know that?" I told her they knew a lot of things that she didn't realize. When we got out of the car, she cautioned them to watch out for cars and not to run off.

We paired off: Robert with Jean, Patricia with Wanda, Dottie with Joey, and Jack with me. As we walked around the big locomotive, Robert said, "Look at the big light!" They did not know what the bell was. I told them what it was. They quickly noted that it was red on the inside. Jean said, "It's got big wheels and little wheels!" Dottie wanted to go up in the engine. When we went around to the steps we saw the sign asking the public to keep off the train. I took pictures of Dottie and the children standing by the locomotive.

We then went by to see the airplane. The children were amazed at its size. They asked, "Where is the light and bell?" Dottie said, "Airplanes don't have lights and bells." I also took pictures by the airplane. As we passed the flower garden, Dottie said, "Look at the pretty flowers!" She pointed out, "All the flowers are pretty." We drove around the park and passed two more big buses of school children arriving for a trip to the park. I asked Dottie, "Did you ever visit the park while you were in school?" She said, "I never did."

I parked the car near the playground and walked over to the area for small children. Here excitement bubbled over again. The children didn't know what to do first. They had many choices: swings, slides, iron horse, stepping stones, and sandbox. Finally Dottie and I got the smaller ones in the swings. Joey still clutched his box. Jean and Robert took a walk and found the trolley car which they called a house.

We all walked through the trolley car and sat down on the benches inside. I told them, "This is a street car." They didn't seem to understand since it did not move. We went back to the play area. They all wanted to go up on the slide, even Jack, who climbed halfway up the steps by himself. Joey was content to swing after Dottie tried to get him to follow her on the stepping stones. Patricia was very persistent in following me.

When I said, "Let's eat lunch," everyone was ready. Jean gave everyone a plate. Robert passed the napkins and Patricia the cups. Dottie was very helpful and tried to keep them calmed down. She said, "You're eating too much!" They were having fun! Joey ate very slowly. They all said they had enough. All of the sandwiches and cookies were eaten and the thermos jug of punch emptied. The children saw a squirrel climbing a tree. They all yelled, "There's a rat." A Chinese family passed by the picnic table. They were quick to notice that they looked different. Robert said, "Look at that little girl." I told them she was Chinese, and we were Negroes. When the father came by with a smaller girl, Jean said, "There's another one!"

Jean and Robert helped pick up the paper plates and napkins. Robert carried the sack of trash to the litter cans. He put the top on crooked. Jean said, "It's on crooked," and went back to put it on straight. I told them we would leave the crusts of bread on the ground for the birds. Since it was a very windy day in the park, the cups, napkins, and plates kept

blowing away. The children and I were kept busy chasing napkins. This added to the fun of eating which they really seemed to enjoy. As we were leaving the park, we stopped by the lake to watch the ducks. They quickly pointed out that there was a big duck with some little ducks. Dottie said, "That is the mama duck with her babies."

Other children at the lake smiled and waved to them and they waved back. They called the ducks the "chicken birds." At first they couldn't make the quacking sound. When Dottie and I made the sound they imitated very successfully. As we drove away, they waved good-bye to the ducks and "chicken birds." Two police cars were parked at the exit. In the midst of their excitement as we passed the cars, they yelled, "Bye Mr. Policeman," forgetting their fear they seemed to have of policemen. It was obvious that Dottie had enjoyed the picnic as much as the children. The home visitor had enjoyed it, too!

Evaluation of a Special Event by the Readers

From reading the report of the picnic, you should be able to evaluate this experience as Mrs. Hardge states in her plans on page Her objective for Dottie was that she would be able to interact with the children outside of the home. The following questions should help you evaluate the picnic in terms of the objective:

1. How many times did Dottie talk to the children?

   How many times did the children talk to Dottie?

2. How did Dottie talk with the children? How many times did she ask a question?

   How many times did she say something to explain and describe something?

   How many times did she tell the children what to do?

3. How many questions did the children ask?

4. In what ways did Dottie show that she was more organized today?

5. How many times did Dottie use some type of positive reinforcement?

6. What are some indications that Dottie and the children felt good about themselves?

Based on the above information which you found in the report do you think the home visitor reached her objective with Dottie?

Most of the learning for Dottie and the children on the picnic was incidental. The home visitor did not set up situations so they could learn something. However when the situation came along, Mrs. Hardge and Dottie picked up on them as opportunities to learn at just the right moment. Being able to use incidental learning is a skill for good teaching. Several times during the picnic Dottie used this skill.

Make a list of examples of incidental learning times during the picnic. (For instance, Mrs. Hardge and Dottie helped the children to be able to make the quacking sound when the children saw the ducks at the pond.)

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To demonstrate the activities she can use for interacting with her 2-year-old child and also involve her other children.

2. To demonstrate her ability to guide role-playing and dramatizations as methods which are effective in making an activity meaningful to a very young child.

B. For the target child and the other children

1. To be able to follow directions

2. To be able to complete a task (persistence)

3. To be able to recognize the colors red and green

II. Activities for the target child and the other children

A. Role-playing: Nursery rhymes

1. "The Little Bird"

2. "Pat-a-Cake"

3. "Peas Porridge Hot"

4. "Jack and Jill"

5. "Little Boy Blue"

6. "Little Miss Muffet"

B. Drawing pictures

C. Working assorted puzzles

D. Singing:

1. "Where Is Thumbkin?"

2. "Pop Goes the Weasel"

3. "If You're Happy"

4. "Old McDonald Had A Farm"

5. "The Mulberry Bush"

III. Materials

Small buckets

Horns

Bowl and spoon

Paper, pencils, and crayons

Puzzles

Other staff members (Mrs. Green and Miss Williams) will go with me on this home visit to make video tapes and take photographs of the children during the activities. For this demonstration visit, I have selected activities and materials which are familiar to Joey and the other children. I also want

time to be successful, so they can be proud of themselves. I want to be careful not to have too many new things today, since this is only the second time the video equipment has been used. I don't want anything to threaten their performance.

The Home Visitor Carries Out the Home Visit

April 29

The children were dressed and excitedly awaiting our arrival. They all greeted me very loudly. Everyone talked at once. They were wearing their Easter clothes. Dottie went in her mother's room and closed the door. I had to knock on the door several times to ask her questions about electrical outlets and lights. I told her, "I want you to come in the room when we start the activities." She said, "Yes ma'am."

I began the activities, demonstrating the rhyme "The Little Bird." The children then dramatized the rhyme while I repeated the words. Janet and Robert dramatized "Jack and Jill," followed by Patricia and Joey in the same roles.

Jean was Little Miss Muffet and the home visitor played the Spider. Joey and Jackie dramatized "Little Boy Blue." We then sang "Pat-a-Cake" and "Peas Porridge Hot."

The children used red and green crayons to draw and color an apple. Dottie helped Joey unwrap his "Surprise Package." It contained a Mother Goose book. Patricia looked at the book with him naming the objects in the pictures; Joey tried to repeat the words she said.

Dottie joined the children to sing "Where Is Thumbkin?" and "If You're Happy." She also helped the children to work the puzzles.

The children's enthusiasm did not decrease in any way as the activities progressed. Everyone was excited and very active, even Joey and Jack.

They were reinforced for every effort whether their work was successful or not.

When Dottie came in, we asked her to work with the children while I held the baby. She joined the singing group very willingly and helped the other children with their puzzles. She worked with Joey to help him unwrap his surprise package. She was praised for doing a very good job.

We ended the activities by singing "Here We Go 'Round the Mulberry Bush." For rewards the children were given the toys used for role-playing the nursery rhymes.

Mrs. Evans came home while we were reviewing the video tape. She was very proud of each child as he or she appeared on the screen. She said she is not planning to go back to work. Her mother is still ill; she will have to help take care of the nursing home. This means Dottie will be left to manage the house and seven children, one a 3-month-old infant.

I have not had a chance to talk to Dottie again about going for an interview in order to get into a training program. With this latest development in the home, it seems unlikely she will be able to do so now.

We thanked Mrs. Evans for allowing us to come back for another video taping. She will be given copies of the photographs.

The Home Visitor Evaluates the Home Visit

The video tape equipment and the other staff members did not seem to bother the children at all. The planned activities had to be changed and supplemented to keep the group involved, because we were delayed by the taping session.

Dottie's interaction with Joey was improved today. One example of this occurred when she and Joey were unwrapping the surprise package. She was as curious and excited as Joey. Obviously her willingness to participate with

the children in the singing was another example of her increased interaction. I had to guide the children through the role-play and dramatizations. I sensed thet Dottie did not want to do these activities, perhaps because they were being video taped. Another possible reason for her not being in the room during the role-play and dramatization was because she had to dress herself and the baby.

Progress was especially observed in Wanda and Joey today. Wanda was very verbal in naming some of the objects in Joey's book. He tried to repeat the words she said. This was the first time he had said anything we could understand. He used the same curving motions as I had used when I showed him how I could draw an apple. Joey seems to be at the stage where he can imitate others now.

Since I know I won't be able to work with Dottie much longer, I'm glad I had a chance to talk with her about her increasing responsibilities in the home when Mrs. Evans works in the nursing home.

Evaluation of Twelve Home Visits

I feel that a deep feeling of trust developed during the time of our visits. I believe that some of the advice and suggestions offered were accepted because of this trust.

One step toward a better future for the children and Dottie was taken when they were referred to the Child and Youth Program at a local hospital. This program will provide medical examinations, immunization, emergency treatment, dental care, social services, nutritional guidance, speech and hearing therapy and the assistance of a home economist and public health nurse. Transportation to the center is also provided for them.

Follow-up Visits to the Evans Family

July 10

The purpose of this visit was to obtain Mrs. Evans' and Dottie's signatures for permission to use pictures taken in home.

Everyone was very glad to see me. All of the children ran up for a big hug. Dottie noticed that I had cut my hair. They had not heard anything from the Head Start program. I explained the picture form and how we would use the pictures, also the video tape. They willingly consented to sign.

Follow-up Visits to the Evans Family

July 29

I visited the Evans' home today to talk to Mrs. Evans and Dottie about allowing me to bring two home visitor trainees to the home to observe Dottie in an activity with the children. Mrs. Evans was not at home, but Dottie said she would try and do the best she could. This remark was another milestone in Dottie's progress report. I said, "I am very happy to know that you will try, Dottie. I will be standing by to help you in any way I can." I asked her, "Can you talk to your mother about it? I will come back to see if your mother approves of the visit and the visitors."

Dottie invited me in today. The living room was fairly neat in spite of the scarcity of furniture. She talked a great deal today and was in a very good mood. Joey was especially friendly today, trying to talk and let me know that he remembered me. Dottie didn't know whether or not she would get to go into a training program. Her mother is aw[illegible] two days of the week all day. Jean and Robert are going to a nearby Head Start program when Jean gets back. She and Wanda went to Kansas City, Kansas with their father to see their uncle.

The Home Visitor Plans for the Home Visit

July 31

I went by today to talk to Mrs. Evans about the home visit for Thursday, August 9. She said she guessed it would be all right, but she would not be there, because she spends two days a week at her mother's nursing home. She had heard from the Head Start program and was quite pleased that the children would get to go.

Evidently she was very busy, because it took her some time to get to the door. The children pulled the curtains back. She yelled for them to go ahead and open the door when they started yelling, "Mrs. Hardge, Mrs. Hardge!"

The Home Visitor Plans for the Home Visit

I. Objectives

A. For the mother

1. To demonstrate her ability to interact with her youngest child and the other children through activities independent of assistance from the home visitor.
2. To demonstrate her ability to guide role-playing and dramatization which can be effective methods in making an activity meaningful to a young child.

B. For the target child and the other children

1. Language development: role-playing, dramatization, and singing
2. Motor development: drawing and coloring pictures
3. Tactile skills: feeling objects of different textures (hard, soft, smooth, and rough).
4. Persistence

C. For the trainees

To interact with Dottie and the children while demonstrating their techniques in reading a story to the children.

II. Activities for the target child and the other children

A. Song: "If You're Happy"

B. Nursery rhymes: "Jack and Jill" and "Little Miss Muffet"

C. Song: "Where Is Thumbkin?"

D. Nursery rhymes: "Jack Be Nimble" and "Little Boy Blue"

E. Drawing and coloring pictures

F. Working puzzles

G. Song: "The Mulberry Bush"

H. Books: The Touch Me Book and Pat the Bunny

III. Materials

Small buckets

Bowl and spoon

Candle - candle holder

Horns

Paper, pencils, and crayons

Puzzles

Books

I will be accompanied on this visit by two trainees who will be working as home visitors in a special project in an elementary school. Participating in this home visit will be a part of their training provided through a workshop at DARCEE. I hope this visit will help them understand the role of the home visitor and help them see how activities can be geared up or down for children of many ages. I want them to see how the relationship between Dottie and me has progressed to this point where Dottie is able to conduct the activities with the children by herself. The home visitor trainees need to see

that developing the mother's independence and self-confidence are goals which result from a favorable mother/home visitor relationship. I hope that they will see that they need to develop this same process with the mothers with whom they will be working.

The Home Visitor Carries Out the Home Visit

August 9

Dottie and the children were eagerly awaiting our arrival. She had diapered the baby and put him in the bed with his bottle for a nap. He slept during the entire activity.

Dottie began the activities by placing the children in a circle to sing "If You're Happy." Joey was very excited and made a lot of noise, yelling and laughing out loud but did follow most of his mother's gestures for the song. She and Joey dramatized "Jack and Jill" and "Little Miss Muffet." Joey was "Little Miss Muffet." Dottie was "The Spider."

The children sang "Where Is Thumbkin" being very attentive when Dottie told them which finger to hold up. Dottie and Joey dramatized "Jack Be Nimble" and "Little Boy Blue." After this the other children were given the opportunity to dramatize the same nursery rhymes. Joey managed to involve himself in this dramatization for the other children despite Dottie's efforts to keep him out.

The children worked independently drawing pictures and coloring. They talked a great deal about what they were drawing and Robert and Jean asked for red, blue, and green crayons to use.

Dottie talked to Joey constantly during the puzzle activity. Joey was very cooperative while his mother helped him to fit the pieces in their proper place. The older children exchanged puzzles among themselves and responded gladly to the trainees' offers to help them.

The children sang "Here We Go 'Round the Mulberry Bush" and followed Dottie's directions for the verses in the song. They acted as though they were brushing their teeth, combing their hair, washing their hands, and eating their food.

Mrs. Aldred, one of the trainees, read the book Pat the Bunny, and the children listened very attentively but had little to say.

The home visitor asked Dottie to sing another song with the children before the next story. All of the children wanted to sing "If You're Happy."

Mrs. Davis, the other trainee, then read the Touch Me Book. The children responded to the directions on each page eagerly and asked many questions.

Cookies and punch served by Dottie were the enjoyable finish for this visit and a welcomed comfort on a hot day.

The Home Visitor Evaluates the Home Visit

Dottie was very patient, getting the children in a circle for the first song. She did not need too much help and she was not ashamed to say, "I don't know that nursery rhyme," or "I don't know all of the words or tune of that song." At first she seemed to be embarrassed for being involved in nursery rhyme activities.

She did not criticize or yell at the children. They tried hard to follow her instructions and directions. She persisted; and at times, this was quite a task, because Joey and Jack were real "butterflies." My use of reinforcement at the appropriate time helped Dottie carry our the activities successfully.

When the phone rang, Dottie excused herself to answer it, but returned immediately. This is an indication that I have retained the mother's interest in the activity, because I did not have to call her back into the room. This is a big step for Dottie!

I told Dottie this was an activity to do with the children when they became restless and hard to manage. I explained, "These kinds of activities are more than fun for the children even though they are a good way for you to control them. The most important part about these activities is that you have used the skills I have shown you during our visits to help make your responsibilities for them more manageable." These activities also helped the other children learn about colors, shapes, and sizes.

Dottie said, "Yeah, I see how they have helped. Joey learned more things like that which I thought he was too little to understand." To me this means that Dottie has become aware of her ability to cope with some of her responsibilities. She can see the changes in Joey. She can also see that what she has done has helped Joey change. This explanation gave me the opportunity to get Dottie's reactions to the efforts that had resulted from the home visit activities.

Questions for Your Evaluation

In evaluating this entire series of these home visits, the following questions may be discussed.

1. What are some of the ways, which you think, this home visitor used to help establish a favorable relationship with Dottie Evans?

2. What did Mrs. Hardge do when home visits were repeatedly cancelled?

   How would you have handled a similar situation?

3. A number of critical incidents happened during Mrs. Hardge's visits to the Evans home. By critical incidents we mean embarrassing situations which came up that are out of the home visitor's control such as:
   a. Marital problems
   b. Relatives and visitors with negative opinions about the program
   c. Superstitions and "old-wives" tales
   d. Other embarrassing situations
      (1) Bill collectors
      (2) Utilities being disconnected
      (3) Revealing statements about family affairs

   What are some examples of these critical incidents in Mrs. Hardge's report?

   How did the home visitor handle them?

   How would you handle other similar situations which did not occur in the Evans' home, but might happen in other homes?

4. How was the home visitor able to use the same materials over a period of several weeks without becoming repetitious or using them as drill work?

   How did she keep the children motivated and interested in the same material?

5. Who might be strangers to the family accompanying you on home visits?

   How would you know the family is ready for visitors?

   What type of people would you take with you on a home visit?
   (What type of people would you <u>not</u> want to take?)

6. How would you prepare your visitors before going on a home visit?

   What kind of clothing would you suggest they wear?
   Why?

   What background information about the family and home would you give your visitors?

   What other suggestions would you make?

Chapter VI

MOTHER INVOLVEMENT IN THE COMMUNITY

Introduction

Earlier chapters have stressed the many ways that a mother's role influences the growth and development of her child. Helping the mother to see herself as the child's first and most important teacher has been set forth as one of the chief jobs of the home visitor. Helping the mother to find ways of improving the living conditions of her family has been cited as another main task of the home visitor. Many suggestions and examples of this latter task have been given earlier to show how the mother works with the family in and about her home. It is the job of the home visitor to see that the mother begins to think of herself and her family in relation to her community.

The home visitor can help her to begin to know her community and to be aware of what the community has to offer her family. The mother may come to think also in terms of what she and her family can do for the community. It was said earlier, "Sometimes a mother's needs are so great that she must be given to before she can give of herself." Perhaps the same truth will guide the home visitor in helping mothers to get to know and feel comfortable in the community at large and to become active in it. If so, this would suggest that the home visitor introduce the mother first of all to those places and people in the community which will offer a direct benefit. Examples of such benefits are recreation, information, health and medical aid, and employment.

The home visitor guides the mother in becoming involved in the community at the same time that she is helping her learn how to be a better teacher for her child. Both of these tasks are interwoven. These characteristics which cannot be separated can be explained best by an example. In the early

stages of one of DARCEE's projects, a group of mothers were getting ready to read stories to small groups of children in a preschool. Their home visitor took them to a neighborhood library to find some good books. While they were in the library many of the mothers showed an interest in obtaining library cards, in order to take books home. This example shows that the focus of this activity for the mothers was on helping them teach children. At the same time, however, the home visitor picked up on their interest and expanded this experience for the mothers. One of the mothers was very enthusiastic about reading to children. Her interest led her to begin a small story hour for her children and some of their friends.

The home visitor's job is to plant some "seeds" which she hopes will grow later. The later growth of the seeds depends on the mother's readiness and need to be involved in the community. A possible chain reaction is set in motion as the home visitor plants the first seed when she goes in to talk with the mother about becoming involved in the program. In this context, the home visitor is an encourager. She provides support to the mother as she moves out of the home.

Hopefully, when some of her own needs and those of her family have been met by community agencies, some of her fears and suspicions about the formerly unknown community will drop away. Then she will be free to begin to move about the larger community, wisely taking advantage of its benefits for her family. However, many of these fears and suspicions are based on real, negative experiences which the family has had in the "outside world." The job of the home visitor becomes then one of helping the mothers cope with these negative reactions. When she is going about the community with more knowledge and confidence the mother will likely begin to see ways in which people like herself take part in making life better in the total community.

With the home visitor's help, she can begin to work and share in the activities of the community. When this takes place, everyone benefits - the mother herself, the members of her family, and the community.

Preparing for Mother Involvement in the Community

Before the home visitor can start to help the mother become involved in her community, she should make careful preparations. These preparations should be begun before the home visits are started. The more thoughtful plans the home visitor makes, the more chances there are that community involvement will be a smooth, positive, and successful experience for the mother.

Two major steps should be taken in planning and preparing for mother involvement in the community: 1. Statement of goals and objectives for the mother. 2. Becoming aware of and familiar with the different types of resources available in your community.

The home visitor will need to continually define and refine her goals for individual mothers. She will also need to seek for other resources throughout the duration of the home visiting program. Even though the greater portion of this preparation can be done before the home visiting program is actually launched with the mothers, the home visitor should keep this planning process going on while she is working directly with the mothers. If she continues this process, she will be able to offer a greater variety of opportunities for the mothers. Her readiness to be an on-the-spot helper and referral person will be increased.

1. Statement of goals and objectives for the mother.

The mother should be able to carry over the skills which she has gained from being a teacher and change agent for her child in her home in order to become an active participant in the community. In this way the mother is

able to extend her skills. The attitudes which the mother has developed from working with her child also carry over to help her to be successful in working in her community. Therefore the goals for the mother's involvement beyond her home are extensions of the goals for her involvement at home. The skills and attitudes listed below are examples of such goals:

a. Based on her skill to interact effectively with her child, the mother will be able to interact effectively with other members of her family, other children, other mothers and their families, and community people.

b. By extending her skill in using resources in the home for providing learning experiences for her child, the mother will be able to use resources in the community for improving the living conditions for her family.

c. From the attitude of feeling that she is an important influence in the development of her child, the mother will feel she is an important member of the community who can influence its development.

d. The mother will be able to influence the attitude of community agencies toward her. As a result she will be viewed as a participant (or producer) as well as a recipient (or consumer). (This goal is an extension of the mother's skill in shaping the attitudes of her child. It is also based on her self-confidence which allows her to want to become actively involved.)

2. Becoming aware and familiar with the different types of resources available in your community.

Since the home visitor will be helping the mother to know her community and what it has to offer, the home visitor, herself, should make a survey of what resources are available. Even though some home visitors have been long-

time residents of a community the assumption should not be made that they are familiar with all the agencies and organizations to which they might wish to refer mothers. The home visitor's role will be more effective if she becomes acquainted with some of the facilities and personnel of agencies before she takes or sends mothers there. She should introduce herself and explain what she is doing as a home visitor. Another obvious preparation which the home visitor needs is to get specific information on where agencies are located, what persons to contact, and where to find offices. These preparations should prevent confusion and loss of time when the mothers go to these places.

The home visitor's efforts will probably be insufficient if she stops at the point of telling the mother where to go. At first she will need to go with the mother to see that she is accepted and that help is provided. For example one mother was interested in church activities. Mrs. Horton told her where a church was located, but she did more than that. She was prepared to go with the mother. She kept in touch with her until the mother decided to participate in church activities. In this way, the home visitor helped give the mother a good start. She then phased herself out as the mother started making her own decisions and began to carry them out.

Home visitors in DARCEE projects have worked with a variety of community resources. The ways in which mothers have participated in or utilized these resources are also varied. A partial list of these resources and their uses are charted below:

a. Type of Resource	b. Types of Active Participation
(1) Church	(1) Church (a) Regular parishioners (b) Singing in the choir (c) Attending church school as a family (d) Lay readers
(2) Schools	(2) Schools (a) Room mothers for PTA (b) Serving as aides in the classroom (c) Chaperons on field trips and for school plays (d) Ambassadors for teachers to other parents in the neighborhood (e) Scout and Red Cross assistants (f) Parent representatives and Policy Advisory Committee members for Head Start (g) Taking adult education classes
(3) Library (a) School (b) Public (c) Mobile	(3) Library (a) Using library facilities (b) Obtaining library cards (c) Conducting story hours for children in neighborhood (d) Developing library of their own
(4) Public Health Service	(4) Public Health Service (a) Dental health care (b) Physical check-up for entire family (c) Clinic for children (d) Encouraging neighbors to go to health centers (e) Visits to the home by public health nurse
(5) Recreation (a) Parks (local) (b) Movies (c) Museum (d) Neighborhood Centers (e) Bowling (f) Baseball and basketball (g) Other social events	(5) Recreation (a) Family outings (b) Movie parties (c) Family trips (d) Participation in groups (e) Family recreation, bowling league (f) Father's sport - mother takes children to share excitement (g) Attending parties. Providing parties for children, family, and friends. "The Mothers' Club"

(6) Red Cross	(6) Red Cross (a) Aides in school (b) Blood donors
(7) Food suppliers	(7) Food suppliers (a) Purchasing from supermarkets instead of local markets (b) Food cooperative (c) Sharing of recipes and menus
(8) Political organizations	(8) Political organizations (a) Voters (b) Registrars (c) Campaign workers
(9) Social service agencies	(9) Social service agencies (a) Financial assistance (b) Marital and family counseling (c) Legal assistance (d) Day care (e) Employment
(10) Employment agencies (a) Placement (b) Community action projects (c) Technical and Vocational Schools	(10) Employment agencies (a) Obtaining unemployment compensation (b) Reference for training
(11) State Department of Agriculture - County Extension Office - Home Demonstration Agent	(11) (a) Information given to home visitors
(12) Colleges and Universities (a) Adult education (b) Community college (c) Special training	(12) Colleges and Universities (c) Teacher training at DARCEE
(13) Mental Health Association	(13) Mental Health Association (a) Information to Home Visitors
(14) Senior Citizens Centers	(14) Senior Citizens Centers (a) Participation by older members of family (b) Babysitting performed by members
(15) Hospitals	(15) Hospitals (a) Referrals for physical care and surgery

How Does Community Participation Happen?

One of the first questions which may come into your mind is, "How did the home visitor program help the mothers take advantage of these resources? How did they become participants?" Obviously a lot of work and time was involved. These things just did not happen overnight. Another example will be pulled here to give some of the background to these experiences of mothers in our projects. We will take the instance of the mothers' participation in public school classrooms as aides and room mothers. The events leading up to this participation would fill a whole book, but they are briefly charted below. In order to make these events follow what really happened, the Key family will be used as an example.

Background

Mr. and Mrs. Key and their four children live in a low-income housing project in a city. Mr. and Mrs. Key are a young couple in their early twenties. Their third child, Mike, is enrolled in an educational program of the Early Training Centers at DARCEE. Involvement of the mothers of the preschoolers is an important part of the program.

During her first visits, the home visitor learned that Mrs. Key was bothered by many problems, fears, and frustrations. In spite of these Mrs. Key appeared to be concerned about her children and their future. The home visitor was aware of her concern, and she used it as a way to start to help Mrs. Key help herself.

Mrs. Key goes to school

After having provided a careful introduction to the home visiting program on previous home visits, she said to Mrs. Key, "How would you like to visit Mike's school next Monday? I am going to take some of the other mothers who I visit on Mondays. I bet you'd like to go, too! We can watch

Mike and the other children in their classroom from a special room with an observation window." Mrs. Key had not been to the school before. A slight happy gleam in her eye gave the home visitor a hint that she would enjoy going. In previous contacts with the home visitor, Mrs. Key had lots of experiences which built up her self-confidence. With a secure feeling, she was able to say, "Yes, ma'am, I'd like that very much!"

On the scheduled day the home visitor came to get Mrs. Key and some other mothers. The home visitor introduced the mothers, giving the name and sex of each mothers' child. This was done to help the mothers talk with each other more easily. The home visitor was sensitive to the conversation. She tried to encourage the mothers who started to talk. Conversation was limited, but the home visitor kept the conversation alive. She described the observation room at the school to the mothers. Arriving at the Early Training Center, Mrs. Key and the other mothers were introduced to the lead teacher, Mrs. Jumper. She smiled and said words of welcome to the mothers, "We're very glad you came to the center today. We are all members of the team who help your children learn!"

Mrs. Key's observation included these specific things which the home visitor had planned for her to see:

1. The daily schedule (routine for doing things in the classroom)
2. Grouping of the children
3. The classroom setting
4. The techniques and rewards being used by the teachers
5. Individual differences in children's attitudes and responses.

Mrs. Key, like the other mothers, was interested in talking and asking questions about her own child. Mrs. Key's questions were answered by both the teacher and the home visitor. Later she will be able to begin to look for answers on her own.

Mrs. Key, pleased with her visit, talked very freely with the home visitor after they left school. The home visitor glowed, happy that Mrs. Key had enjoyed her visit to the center. She emphasized what Mrs. Jumper had said, "The teacher really needs your suggestions and help in working with the children." Impressed and eager to know more, Mrs. Key talked about the day for her return visit. She said, "I never expected to see all this going on in the classroom. I wonder if I would ever have the patience to work with children?"

During several visits to school Mrs. Key had more and more opportunities to observe the children. She took part in role-play sessions with other mothers and the home visitor. They discussed activities and learning experiences. She and the other mothers interacted with the children and teachers. They developed materials for learning skills. After having had all these experiences, Mrs. Key offered her services as a substitute teacher. Mrs. Key later became a substitute teacher in the preschool program.

Enrollment in public school: One year later

A year of work, success, disappointments, and unexpected learning experiences brought Mrs. Key and her child to enrollment day for first grade. Mrs. Key, alone with Mike, approached the school with confidence. She talked freely to the teacher and principal and volunteered her services to the school. The teacher and principal realized the importance of parent participation. She responded by suggesting that Mrs. Key should come to the school as often as she could. The principal said, "We need parents to come in and make suggestions about how to help their children learn." Mrs. Key is now a homeroom representative and very active in the Parent Teachers Association.

The case above is only one success story among many which have been experienced by workers in the home visiting program. As mothers gain confidence in their ability to provide services and get results, their branching out to other activities tends to follow. All the other types of participation listed in this chapter could be charted in a pattern similar to this example of school participation. The process begins with focus on the child and what he is learning. After the mother "catches on," so to speak, to this important action of the program, then her experiences can be extended.

This progression from concern for the child to other children and eventually the community can also be explained with a diagram in the form of an upside down pyramid. The pyramid shows the mother as the base of our work. The home visitor starts to move a whole mass of situations by her one-to-one work with the mother. From the diagram you can see that the mother seems to be the person to start with in helping bring about change.

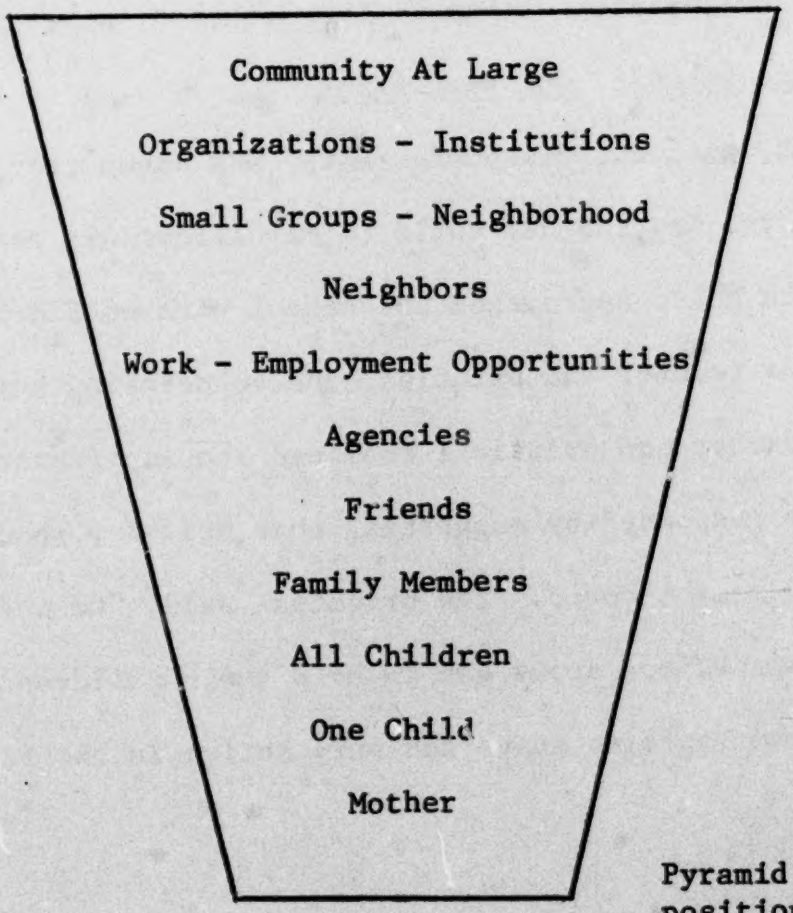


Figure 6a

Pyramid showing mother's position in her environment

It must be remembered that none of the experiences described in this book took place in a vacuum. Nothing happened in a situation separated from other situations or events. At the same time the mothers and children were helped to change, the "outside world" was also changing. However, the DARCEE Home Visiting Program is different from other programs in the people services. The home visiting program works with specific mothers and children and eventually reaches out to general community concerns. Other programs often start with the general community concerns and assume that specific families will receive the services they need.

A Final Word About Individual Differences

Special attention should be given to the individual differences which the mothers have. From the examples and case studies in this book, it is obvious that all the mothers are different. They have different skills and attitudes. They have different ways of rearing their children. Different opportunities in their community will interest them. What does the presence of the differences mean for the job of the home visitor?

First, the visitor must be sensitive to the level of confidence of the mother. She must be aware of those community activities that can produce anxiety and fear in the mother so that these can be reduced to a manageable level. For one mother, the task of reading a story to her children may involve going to the public library for the first time, getting a library card and selecting an appropriate book. For another mother, the first trip to the school Parent Teacher Association meeting may be a big step. For yet another, organizing a block club for sharing baby-sitting responsibilities may be another big step. In each of these examples, different levels of self-confidence and skills are needed. What is easy for one mother to do may be hard for another mother. The home visitor should be aware of these

variations in abilities and confidence among mothers. She should be prepared to deal with them.

Second, the home visitor should be sensitive to the past experiences of the mothers with many community institutions. These past experiences might include rejection from service agencies, poor employment opportunities, and lack of information about some sources of free and/or low cost health and educational services. Fear and suspicion of various community wide programs, planned parenthood programs, community improvement agencies and organizations may also be included.

Third, mothers differ in their abilities and approaches to life situations. The home visitor should take care to note how the mother typically approaches other people and family problems. Her suggestions about final plans for action will probably fall within the range of activities with which the mother can cope successfully. If a mother is still experiencing difficulty in working with her own child, it may be unwise to suggest that she handle a group of five during an art activity in the classroom. However, exposure to this situation can possibly provide the mother with some insight into how to handle her child. Each mother should be allowed to explore and test out these areas of the community in which she is interested and must eventually work. The home visitor always has the expectation of change and community participation. Its exact form is determined by the individual parent with the support of the home visitor.

The basic concept here is that individuals are different and there are many opportunities available within the community which can meet these individual needs. Planning and close contact with the mother are essential in helping to expand the sphere of activities from the home to the broader community.

IMPLICATIONS FOR THE FUTURE

What's Ahead for You as a Home Visitor?

What will your work as a home visitor mean to you and to the mothers with whom you work? It is evident that through your training and experience as a home visitor you will have some very specific skills and some valuable information which is highly specialized. In essence, you are entering into a new career which is being developed in the area of people services (more traditionally termed the social sciences). You will have other counterparts whose work is similar to that of a home visitor with an educational emphasis.

In this respect, you are not only carving out a very important position in your community. At the same time, a new way of life for you and your family may result. The people you contact and the relationships you develop within your community can greatly affect your life. In fact, you have a chance to develop your leadership potential.

You will be able to serve as an important link between the home and school. You will be in a position to influence the life style of the parents and the teaching procedures of the children in the school. It is essential within the concept of the teaching-learning team to maintain a reality base. No one person will be viewed as the sole possessor of information which will be most effective for reaching children and parents. Participation in the teaching-learning process should be a wonderful experience for you. You will have opportunities to learn from your other team members. You will be able to share what you know with them.

As you become a part of a teaching team, linking the school and the home in a very strong way, you should see how the role of the mother is also changed. This implies a further change in the structure of the family.

The mother may no longer be the primary caretaker with all of her activities centered in the home. With the beginning of community participation, she will have more contact with her total surroundings. These increased experiences outside of the family will mean a discovery of both personal and economic resources. Family relationships will be expected to change. For example, as the mother experiences the world of school, recreation facilities, supermarkets and work, her ability to relate to the children should increase. Freed of the limitation placed on her by being based at home, she will have a broader outlook on life, in general. She should also have more of an overview of what is happening to her children. The generation gap may decrease in width as parents and children participate in more common situations.

In addition, the mother's capacity to respond to a variety of situations is then increased as she gains exposure beyond her home. She essentially gains more control, skill and flexibility in changing her environment to meet the needs of her children and herself. The relationship between mother and father will probably be affected by the new activities and learning of the mother. This can lead to further redefinition of the roles each plays as an adult family member. At the least, the roles can be clarified and hopefully lead to fuller interaction and participation in family life for all members.

These are not the limits of possible consequences of home visitors and mothers together and living more fully in the community. We can speculate that personal, social and economic changes will be set in motion in these people and their communities which will affect their lives and their children for years to come. The greatest demand then appears to rest on the shoulders of the schools and community agencies to insure the continuing and effective

participation of people they are to serve. If provisions for more participation are not made, agencies will become more removed from the real world of people. For our institutions to meet human needs, they must be opened to the participation of mothers and other concerned persons in the community. New types of workers such as home visitors need to be employed to help guide their participation. The result should be the recognition of people's needs and action steps taken to meet them.

Summary

The chain of events started by the home visitor and the family working together are summarized by the use of the concentric circles in the diagram on the following page. This diagram shows that the concern for the educability of the young child is the "hub" of all the activities which directly involve the child, the mother, and home visitor and indirectly involve many other people. The focus of the DARCEE Home Visiting Program is on the smallest inside area of the environment. The effects of the program spread to the larger areas of the environment. In other words the influence of the program moves from specific to more general concerns.

The DARCEE Home Visiting Approach

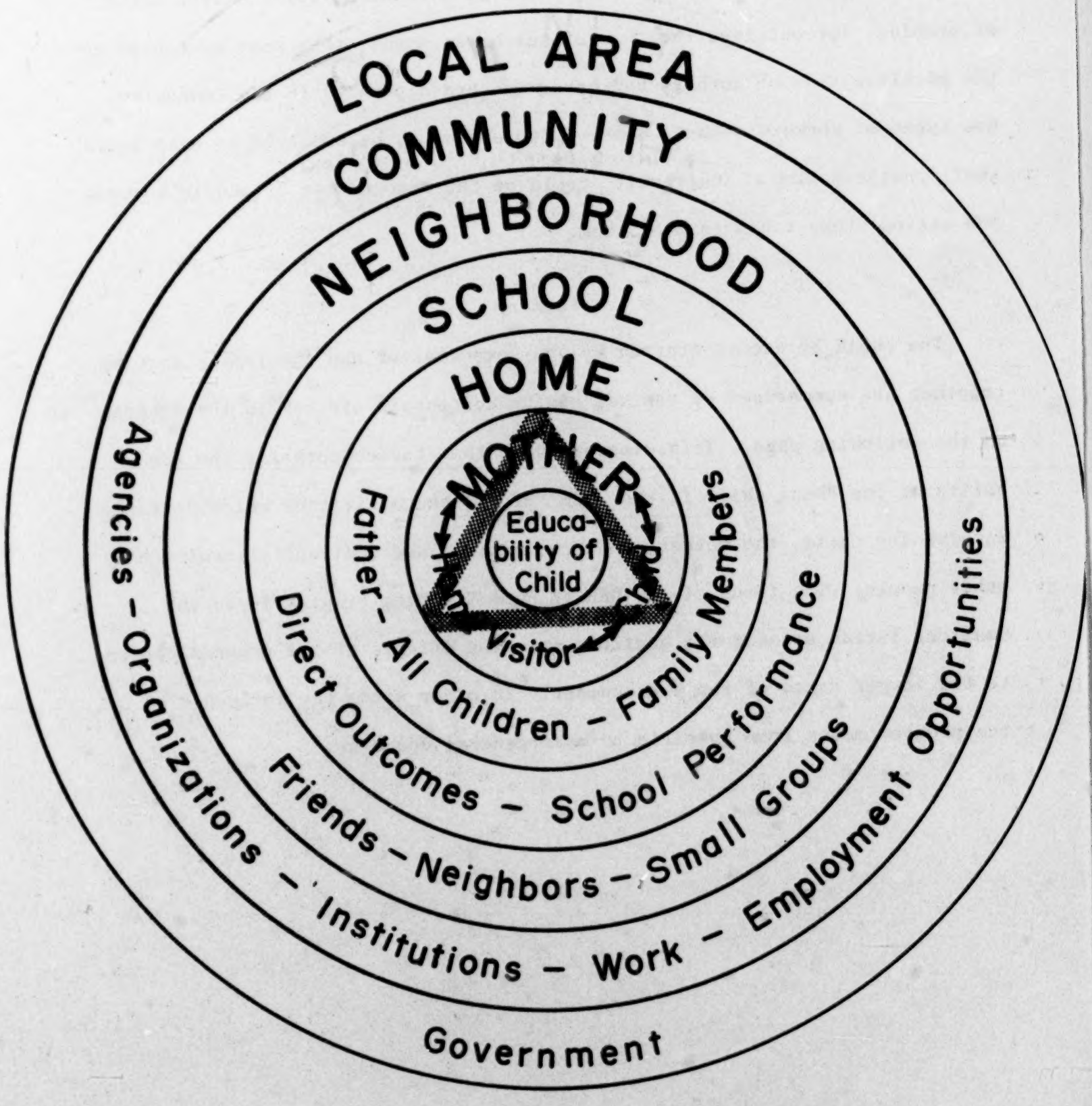


Figure 6b

References

Barbrack, C. R. & Horton, D. M. Educational intervention in the home and paraprofessional career development: A first generation mother study. DARCEE Papers and Reports, 1970, 4, (3).

Barbrack, C. R. The effect of three home visiting strategies upon measures of children's academic aptitude and maternal teaching behaviors. DARCEE Papers and Reports, 1970, 4, (1).

Bennis, W. G. & Slater, P. E. The temporary society. New York: Harper & Row, 1968.

Biddle, W. W. & Biddle, L. J. The community development process: The rediscovery of local initiative. New York: Holt, Rinehart & Winston, Inc., 1965.

Bronfenbrenner, U. Socialization and social class through time and space. In E. E. Maccoby, T. M. Newcomb, & E. L. Hatley (Eds.), Readings in social psychology. New York: Holt, Rinehart & Winston, Inc., 1958.

Chilman, C. S. Growing up poor. Washington, D. C.: U. S. Government Printing Office, Welfare Administration Publication No. 13, May, 1966.

Eddy, E. M. Walk the white line: A profile of urban education. New York: Frederick A. Praeger, 1967.

Fantini, M. & Weinstein, G. Making urban schools work: Social realities and the urban school. New York: Holt, Rinehart & Winston, Inc., 1968.

Fantini, M. & Weinstein, G. The disadvantaged: Challenge to education. New York: Harper & Row, 1968.

Forrester, B. J. Child rearing practices in low-income homes. Paper presented at the Miami area training program, Project ENABLE, April 19, 1966.

Gray, S. W. Intervention with mothers and young children: The focal endeavor of a research and training program. In H. C. Haywood (Ed.), Socio-cultural aspects of mental retardation. New York: Appleton-Century-Crofts, 1970.

Gray, S. W., Klaus, R. A., Miller, J. O., & Forrester, B. J. Before first grade. New York: Teachers College Press, Columbia University, 1966.

Guerney, B., Jr., Stover, L., & Andronico, M. P. On educating disadvantaged parents to motivate children for learning: A filial approach. Community Mental Health Journal, 1967, 3 (1), 66-72.

Horton, D. M. A training program for mothers. Paper presented at the Fourth International Council on Exceptional Children Convention, St. Louis, March, 1967.

Lippitt, R. Improving the socialization process. In G. Watson (Ed.), Change in school systems. Washington, D. C.: National Training Laboratories, 1967.

Lippitt, R., Watson, J., & Westley, B. The dynamics of planned change. New York: Harcourt, Brace & World, 1958.

Maccoby, E. & Gibbs, P. K. Method of child-rearing in two social classes. In W. E. Martin & C. B. Stendler (Eds.), Readings in child development. New York: Harcourt, Brace & Co., 1954.

Miller, J. O. Cultural deprivation and its modification: Effects of intervention. In H. C. Haywood (Ed.), Social-cultural aspects of mental retardation. New York: Appleton-Century-Crofts, 1970.

Miller, J. O. Intervention research with young disadvantaged children and their parents. DARCEE Papers and Reports, 1967, 2, (3).

Reiff, R. & Reissman, F. The indigenous nonprofessional. Monograph Series, No. 1, Community Mental Health Journal, 1965.

Riessman, F., Cohen, J., & Pearl, A. (Eds.) Mental health of the poor. London: The Free Press of Glencoe, Collier-Macmillan Limited, 1964.

Schiff, S. K. & Sheppard, G. K. A community-wide mental health program of prevention and early treatment in first grade. Psychiatric Research Report 21, American Psychiatric Association, 1967, 92-102.

Schiff, S. K., Turner, D. T., & Kaufman, R. V. The Woodlawn school mental health training program: A community-based university graduate course. The Journal of School Psychology, in press.

Shaw, J. W. & Schoggen, M. Children learning: A resource book. Nashville, Tenn.: Demonstration and Research Center for Early Education, George Peabody College, 1969.

Spiegel, H. B. C. Citizen participation in urban development: Vol. I. Washington, D. C.: NIT Institute for Applied Behavioral Science, 1968.

Spiegel, H. B. C. Citizen participation in urban development: Vol. II. Washington, D. C.: NIT Institute for Applied Behavioral Science, 1969.

Toffler, A. (Ed.) The schoolhouse in the city. New York: Frederick A. Praeger, 1968.

Watson, G. (Ed.) Change in school systems. Washington, D. C.: National Training Laboratories, 1967.

Young, W. M., Jr. To be equal. New York: McGraw-Hill, 1964.

Glossary of Terms

Sometimes when a group of prople work together closely in a program they use special words. This special way of talking is a shortcut for saying a whole lot of other words and explaining ideas. Several terms are used in this Guide which have come out of our experience in working together with adults and children. Had they been left out of this material, the authors would have had to use many words to explain exactly what they meant when they were writing. In order for our readers to be able to use these "short-cuts" we have included our meanings for the following words.

activity - what the home visitor has planned for the mother and child or children to do during a home visit. For instance: The activity included a song and a finger-play.

appropriate - fits or works in a given situation; meets the purpose. For instance: Colored socks are appropriate things to use for teaching colors to a child at home.

association - the skill of putting things together which go together. For instance: The association of forks with spoons and cups with saucers was successfully completed by Joey.

classification - the skill of putting things together in groups which go together. For instance: The home visitor, Mrs. Ray, and Donna played a classification game by putting fruits that were yellow in one box and all those that were orange in another box.

concept - a big idea which is important for a person to learn. For instance: Joey has seemed to grasp the concept of middle-size.

confidentiality - private information kept between the persons involved. For instance: The home visitor is careful to protect the confidentiality between her and a mother.

discrimination - the skill of separating things which are different from other things. For instance: Donna's mother gave her practice in visual discrimination by having Donna sort the shape cards.

educability - gaining the skills and attitudes which appear to be necessary for success in public schools. For instance: The child's educability was improved by his and his mother's taking part in the program.

environment - all the persons and things that surrounds a person. For instance: The home is a part of the child's environment.

evaluation - the process of taking a careful look at what has been done and judging what happened. For instance: The home visitor's evaluation pointed out that Mrs. Johnson was not ready to read the story to Bubba.

experience - a thing that happens to a person which changes him and helps him learn. For instance: The Evans family had the experience of going to the park.

goal - the statement of the overall plan of what is intended to be done. For instance: The goal of the home visiting program is to help the mother be a good teacher for her child at home.

implementation - the process of carrying out a plan. For instance: The implementation of the home visit was smooth.

initial visit - the first contact the home visitor makes with a family. For instance: Mrs. Hardge was unable to enter the Evans' home during her initial visit.

interaction - the process which occurs when people talk with each other and do things with each other, during which people influence how each other act. For instance: Frequent interaction between Mrs. Ray and Donna was observed by the home visitor.

involvement - taking a continuing, active part in something and investing a lot of time, energy, and effort. For instance: The mother's involvement in her community is increasing every day.

motivation - wanting or being extremely interested in doing something. For instance: Joey's motivation looking at the book was high.

objective - the statement of a specific action intended to be done. For instance: For Dottie to stay in the room was an objective during the home visit.

participation - taking part in something. For instance: Mrs. Key's participation in the parent-teacher meetings led to her interest in being a room mother.

planning - the process of giving careful thought to what is to be done, and then organizing and preparing materials. (Planning is the first step in the overall process of planning, implementation, and evaluation which is one of the main parts of the Home Visiting Program.) For instance: The home visitor's planning for the home visit required a lot of time.

role-play - acting out a part someone else plays. For instance: In the role-play, Mrs. Key will be the teacher, and the home visitor and the other mothers will be the children.

sequencing - putting things in place following a special order. For instance: Janet and Patricia were successful in sequencing the events of the story.

target child - the child who the home visitor and mother work with most directly in the home visiting program. For instance: Joey is the target child in the Evans family.

trainer - the person who provides training by guiding and helping the home visitor. For instance: The trainer gave home visitor some good advice about what to do when a mother leaves during a home visit.

unit - a written statement of a group of objectives, activities, and materials based on a central theme which helps the home visitor organize the experiences she provides for mothers and children. For instance: The home visitor wrote a unit about "Spring and Growing Things."

verbalize - to talk about something or explain it. For instance: Mrs. Hardge wanted Joey to verbalize what he saw in the picture.

APPENDIX A

SUGGESTED ACTIVITIES FOR HOME VISITS

The Baseball Color Game

by Della M. Horton

This activity should help a child be able to match, recognize and identify the colors red, green, yellow, purple, and orange. It should also help a child be able to classify fruits and vegetables.

The Baseball Color Game is especially good for use during home visits and as a follow-up home assignment because both parents can play the game with the child. Since the game requires some very complex thinking skills, be sure the child and his parents can successfully play this game before you ask them to play it.

Rules for the game:

Father is the umpire; mother is the pitcher.

Use five different colors of suckers (red, green, yellow, purple, and orange).

The idea of the game is to see how many fruits or vegetables you can name in one minute that are the color of the sucker being held in the pitcher's hand. First, you must name the color, then you must name a fruit or vegetable that is the same color. One name will get you to first base, two to second base, three to third base, and four is a home run. If you name a fruit or vegetable without first naming the color this is a strike. After three strikes move on to the next player. The one having the most runs wins the game.

For example, the umpire says, "Batter up!" The pitcher holds up an orange sucker. The child (batter) says, "Orange--peach, tangerine, and an orange." He has hit a triple and is on third base.

Silent Sam or Sally

A Listening Game

This game should help a child to be able to listen carefully and follow directions.

The leader (who is Silent Sam or Silent Sally) gives directions in a soft whispering voice. Some directions which you may give are:

"Silent Sam says 'put your hands in your lap.'

Silent Sam says 'close your eyes.'

Silent Sam says 'let your head be still.'

Silent Sam says 'let your hands be still.'

Silent Sam says 'let your feet stay flat on the floor.'

Let's be silent."

After a quiet pause, say:

"Silent Sam says, 'what did you hear?'"

The child may say that he hears the clock humming, someone walking, a bird singing, car passing, etc.

Let's Find Something Round

By participating in this game a child should be helped to be able to match, recognize, and identify round objects.

The mother and the child walk through the house searching for objects that are round. At first the mother may need to show the child a round object and say, "What else looks just like this?" She may also ask the child to feel round objects or move his finger around objects such as plates, clock faces, cups, pans, etc.

To make the game harder the mother may ask the child to point to round objects. If pointing is too easy, she may ask the child to name all the round

objects in his house from memory without looking through the house.

This activity may also be used for other shapes and also colors.

The House

A Finger Play

This is the roof of the house so good.

(Hands up, finger tips touching, bottom of hands spread apart)

These are the walls that are made of wood.

(Hands up parallel)

These are the windows that let in light.

(Thumbs touching, index fingers up)

This is the door that shuts so tight.

(Hands parallel with thumbs touching; bring fingers of both hands together on "tight.")

This is the chimney straight and tall.

(Hands clasped, one pointer finger up)

What a good house for us, one and all.

(Nod head)

* * * * * * * * *

Materials do not have to be expensive or complicated in order to help a child learn. In fact, home visitors try to show the mother how to use inexpensive and simple materials for learning activities. Some of the materials which have worked best in our program have been those which home visitors and mothers have made themselves. The following three entries in this appendix are examples of activities using paper as the major material. What other activities can you think of using paper?

Making Houses from Construction Paper

This activity should help the child to be able to review the differences between the shapes square, triangle, and rectangle and the colors red, blue, and yellow. The child should be able to develop an interest in two school-type materials (paper and paste). The main purpose of the activity is to help the child see the difference between left and right positions.

The home visitor places a large sheet of construction paper in front of the mother and child. She says, "Let's pretend that this sheet of paper is a town where people live. Let's pretend the farmer lives in the large red square house on the left, and our grocer lives in the large blue square house on the right." The home visitor gives the mother and child the materials for the farmer's house and says, "We're going to make a house. We're going to call it the farmer's house. We're going to place it on the left side of our paper. What color are we going to use for the farmer's house?" (If the child cannot say that it is red, then the home visitor will ask the mother to say it.) The home visitor continues showing the mother how to build the house with her child. Use a large red square for the main part of the house. A blue triangle piece may be used for the roof, a red rectangle for the chimney, and small yellow squares for the windows. Label the objects as you are pasting them on. For instance, say, "Now, I'm going to put on a blue triangle for the top of the house. The top is also called the roof."

Say to the mother, "I'm going to leave the materials for the grocer's house. I bet you and your child can finish our town while I am gone this week!"

For further follow-up on helping the child understand left and right positions ask the mother to play a game at mealtime. Have the child to say who is sitting at his left and who is sitting at his right. The mother may also have

the child help her set the table with the forks on the left of the plates and knives and spoons on the right of the plates.

Making the Three Bears From Construction Paper

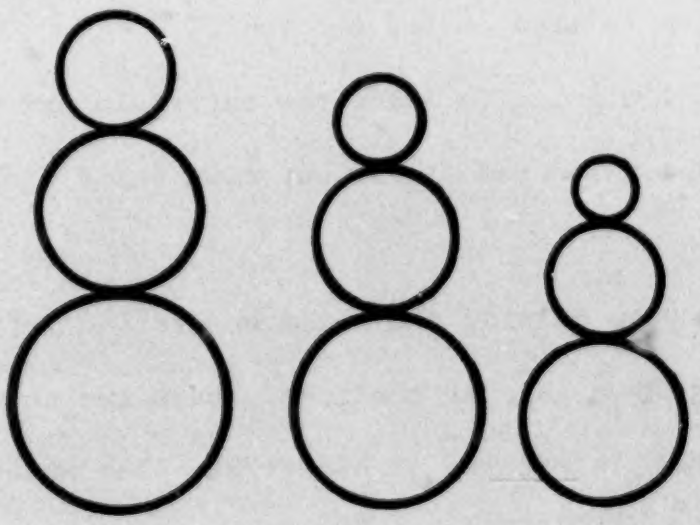
(Mrs. Hardge used this activity during her visits to the Evans home.)

By participating in this activity a child should be able to see the differences between small, medium, and large size circles of construction paper. He should become more interested in two school-type materials--paper and paste.

The home visitor places a sheet of white or light colored construction paper in front of the mother and child. She says, "Today we're going to make pictures of the Three Bears who we read about in our story. Do you remember, Joey, which Bear is the <u>largest</u> or <u>biggest</u> of the Three Bears?" (If the child cannot answer, the home visitor will let the mother supply the answer.) "That's right, Paper Bear <u>is</u> the <u>biggest</u>! We'll use the three biggest brown circles to make Papa Bear. Let's put the largest or biggest and the medium-size circles on this paper to make Papa Bear's body. Now, let's put on the smallest circle to make his head."

The home visitor may need to continue making the picture or she may turn over the activity to the mother. She may also leave it for a follow-up activity.

The completed picture should look like this:



My Hands

When the home visitor or mother reads this poem to a child he is helped to be able to focus his attention on his hands. The mother can use lines from this poem to help the child touch different things at "incidental" times during the day. For example, the mother might say the first verse as the child is washing his hands or taking a bath while the child can feel the hot and cold water.

I have hands that teach me;
They help me learn a lot.
They tell me if the things I touch
Are cold, or warm, or hot.

I know round, and I know square.
I can tell them anywhere.
I know smooth, and I know rough.
Hard and soft, that's not so tough.

When I'm finished pasting,
My fingers feel so sticky.
But finger painting's best of all
Because it makes things "icky."

Paper Hands

One mother in our program thought of another idea for helping her child learn to focus his attention on his hands to touch things. She traced around her own hands on some paper and cut out the shape. She then traced around her child's hand on some paper and cut out the shape. The mother asked her child to look very carefully at the hands. When she talked to him, she asked

questions such as, "Which hand is bigger, yours or Mama's? Which hand has shorter fingers? Which hand has longer fingernails?"

She kept these paper hands so she could talk with her child about them again. The paper hands looked like this:

Touch and Tell Game

The Touch and Tell Game can be used to help a child be able to tell the difference between textures (rough and smooth) and shapes (circle, square, triangle, and rectangle).

The home visitor provides a bag or box which contains several common household objects of different textures and shapes. Ask the mother and the child to close their eyes and reach into the bag or box. After they have pulled an object out and have handled it, then the mother and the child take turns saying what shape the object is and tell whether it feels rough or smooth.

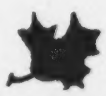
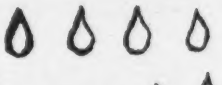
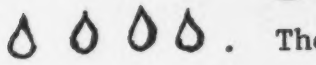
For a follow-up activity the home visitor can help the mother think of things she has in her house which can be put in the bag so the game can be played again some other time during the week with different objects in it.

Homemade Puzzles

Several mothers in our program have made puzzles from magazine pictures. The picture is carefully mounted on a piece of cardboard and glued securely. When the glue is thoroughly dry the picture is cut up into various pieces of different shapes and sizes. The cost of this activity is practically nothing!

The Story of A Raindrop

The story included on this page is a sample of stories that home visitors can make up to help review what the mother and child have been learning recently. "The Story of A Raindrop" was used during a weather unit (see Appendix B). The home visitor had conducted experiments to demonstrate how water evaporates and forms clouds. She used this story to review what she had shown the mother and the child. Can you see ways the child can help the home visitor or mother read this story?

One day a little fell on a  . The warmed the and the little disappeared in the air. But the air cooled the vapor and changed it back into a . It joined the other little  and formed a . Soon the became heavy with many  . The little came back to the earth. Since the leaves are gone where do you think the little landed this time?

Easter Egg Game

The game suggested here is an example of a game made up by a home visitor using a holiday theme. You will probably be able to think of lots of learning activities that go along with current holidays.

The Easter Egg Game should help a child be able to see likenesses and differences in colors, shapes, and designs. It helps the mother use a common household object like an egg to help her child learn.

Provide a variety of colors of real or paper Easter eggs which have different designs on them (polka dots, lines, flowers, etc.). Present them to the child in a large box or basket. (All colors and designs are mixed together at this point.) Ask the child to pick out all the eggs that are blue, red, have lines, have dots, etc. and sort them into other baskets or boxes.

The songs included in this appendix are only a few of those which home visitors at DARCEE have used in a variety of ways. Some are used as "greeters" to help get the learning activities started during a home visit. As you saw in the case studies, several songs are dramatized--the children "act out" the words of the song. All the songs have an educational purpose--the home visitor wants the mother and child to learn something from them. What other children's songs do you know which could help carry out the goals outlined in Chapter III?

If You're Happy

If you're happy and you know it, clap your hands, (clap, clap)
If you're happy and you know it, clap your hands, (clap, clap)
If you're happy and you know it, then your face will surely show it,
If you're happy and you know it, clap your hands. (clap, clap)
If you're happy and you know it, clap your hands. (clap, clap)
(One verse one, clap your hands; verse two, tap your toe; verse three, nod your head; verse four, do all three motions.)

Where Is Mary?

Where is Mary?
Where is Mary?
There she is,
There she is!
How are you this morning?
Very well, I thank you.
She is sitting down.
("Where Is Mary?" and "Where Is Thumbkin?" are sung to the tune of "Are You Sleeping?")

Where Is Thumbkin?

(Make your hands into fists. Hide them behind your back.)

Where is Thumbkin? Where is Thumbkin?

Here I am! (Bring out one fist and show one thumb)

Here I am! (Bring out other fist and show the other thumb)

How are you this morning? (Wiggle the first thumb)

Very well, I thank you. (Wiggle the other thumb)

Run away! Run away! (Hide your hands behind your back again)

(Use the same motions as you sing about each of your other fingers.)

(2)

Where is Pointer? Where is Pointer?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Run away! Run away!

(3)

Where is Middleman? Where is Middleman?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Run away! Run away!

(4)

Where is Ringman? Where is Ringman?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Run away! Run away!

(5)

Where is Pinky? Where is Pinky?

Here I am! Here I am!

How are you this morning?

Very well, I thank you.

Run away! Run away!

Little Miss Muffet

Little Miss Muffet
Sat on a tuffet,
Eating her curds and whey;
There came a great spider,
Who sat down beside her,
And frightened Miss Muffet away.

Baa, Baa Black Sheep

Baa, baa, black sheep
Have you any wool?
Yes sir, yes sir,
Three bags full:
One for my master,
And one for my dame,
And one for the little boy
Who lives down the lane.

Little Boy Blue

Little Boy Blue,
Come blow your horn,
The sheep's in the meadow,
The cow's in the corn,
But where is the little boy
Who looks after the sheep?
He's under the haystack
Fast asleep.

Jack and Jill

Jack and Jill went up the hill,
To fetch a pail of water;
Jack fell down and broke his crown,
And Jill came tumbling after.
Then up Jack got and home did trot,
As fast as he could caper.
He went to bed to mend his head
With vinegar and brown paper.

Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!
When the blazing sun is gone,
When he nothing shines upon,
Then you show your little light,
Twinkle, twinkle, all the night.
Twinkle, twinkle, little star,
How I wonder what you are!

This Old Man

This old man, he played one, (Hold up one finger.)
He played knick-knack on his thumb. (Tap your thumbs together.)
Knick-knack, paddy-whack, give a dog a bone, (Clap your hands on your knees; then hold out one hand to pretend you are giving a bone to a dog.)
This old man came rolling home. (Make a rolling motion with your hands.)

This old man, he played two, (Hold up two fingers.)
He played knick-knack on his shoe. (Touch your shoe and repeat the rest of the song.)

This old man he played three, (Hold up three fingers.)
He played knick-knack on his knee. (Touch your knee and repeat the rest of the song.)

This old man, he played four, (Hold up four fingers.)
He played knick-knack on the floor. (Touch the floor and repeat the rest of the song.)

This old man, he played five, (Hold up five fingers.)
He played knick-knack on his hive. (Touch forehead and repeat the rest of the song.)

This old man, he played six, (Hold up six fingers.)
He played knick-knack on his sticks. (Tap your pointing fingers together and repeat the rest of the song.)

This old man, he played seven, (Hold up seven fingers.)
He played knick-knack up to seven. (Hold fingers up in the air and repeat the rest of the song.)

This old man, he played eight, (Hold up eight fingers.)
He played knick-knack on his pate. (Touch your head and repeat the rest of the song.)

This old man, he played nine, (Hold up nine fingers.)
He played knick-knack on his spine. (Touch your back and repeat the rest of the song.)

This old man, he played ten, (Hold up ten fingers.)
He played knick-knack now and then. (Clap your hands and repeat the rest of the song.)

Jack Be Nimble

Jack be nimble, Jack be quick,
Jack jump over the candlestick!

Itsy, Bitsy Spider

Itsy, bitsy spider
Climbed up the water spout. (Put the tip of your right pointing finger against the tip of your left thumb. Keep your fingertips together and twist your hand around so that the tip of your left pointing finger is against the tip of your right thumb. Twist again, putting your right finger again against your left thumb. Keep doing this to make the spider climb.)
Down came the rain (Make a sweeping motion downward with both hands.)
And washed the spider out. (Make a sweeping motion away from your body.)
Out came the sun (Make a circle over your head with your arms.)
And dried up all the rain
So the Itsy, Bitsy Spider (Make the spider climb again.)
Climbed up the spout again.

Old McDonald Had A Farm

Old McDonald had a farm, Ee-igh ee-igh oh!

And on his farm he had some chicks, Ee-igh ee-igh oh!

With a chick chick here and a chick, chick there;

Here a chick, there a chick, everywhere a chick, chick.

Old McDonald had a farm, Ee-igh ee-igh oh!

(Repeat song using different farm animals and their sounds -- ducks, quack; cow, moo; pig, oink; etc.)

Fifty songs for children. Racine, Wisconsin: Whitman Publishing Company, 1964.

Kunhardt, D. Pat the bunny. New York, New York: Western Publishing Company, 1940.

Witte, E., & Witte, P. The touch me book. New York, New York: Western Publishing Company, 1969.

APPENDIX B

A SAMPLE UNIT

Units are used in DARCEE programs to help organize instruction. The chances that a mother and child will learn more easily and quickly are increased when they are presented with things that are organized and put in a special order. Units help the home visitor organize what she is doing. Units help tie activities and experiences together. The home visitor can think of ideas about what to do and where she is going with her activities when she uses a unit theme as a guide.

As you will see on the following pages a unit is a written statement of a group of objectives, activities, and materials which can be taught for a certain block of time (two weeks or longer). Many different themes may be used for unit topics. "Fall: Air and Weather" is just an example of a topic that can be used to add content to the skills and attitudes which are to be taught. The following unit is included in this manual for the purpose of helping you think of some other topics. You can write your own units! You can ask yourself these questions when you are thinking about what themes to use: What are your mothers and children already interested in? What is something in their environment which you would like them to learn more about?

Note how the home visitor's activities follow up on the home assignments which the mother has conducted with her child and vice versa. As you read the unit also note how the evaluation questions help the mother and home visitor find out if the child has learned what they wanted him to learn.

Unit Topic

Fall: Air and Weather

by Della Horton and Beulah Hardge

I. Objectives

A. To develop concepts and understandings about fall, air, and weather

1. Wind is moving air.
2. Air is useful to man.
3. Air is all around us.
4. Weather is changing during the fall season. (Fall is also called autumn.)
5. We observe two holidays during this period: Halloween and Thanksgiving.

B. To develop visual, auditory, and motor skills

1. Visual discrimination (see likenesses and differences)
   a. Colors
   b. Shapes
   c. Size
   d. Numbers - counting, recognition
   e. Position
   f. Likeness and differences
   g. Whole - part - whole relationships, puzzles, designs, construction of whole from parts.
   h. Classification - using seasons: fall, winter, spring, summer
   i. Sequence - picture and verbal sequencing of stories relating to fall season

j. Language development - use of complete sentences (declarative - making statements; interrogative - asking questions)

2. Auditory skills

a. Rhyming words

b. Recognizing sounds and associating them with Halloween

3. Motor development

a. Cutting

b. Coloring

C. To develop attitides

1. Achievement motivation

2. Persistence

II. Activities

Week: October 2

Unit Understanding: Wind is moving air.

A. Objectives: To provide information so the child will develop concepts about wind.

1. Wind blows seeds for replanting (dandelion, cotton, maple seeds, pine seeds, bean and milk weed, and tumble weed).

2. Wind makes air bubble.

3. Wind makes trees move.

4. Wind moves sail boats.

5. Wind makes leaves fall.

B. Activities for home assignments

1. Collecting seeds

2. Using straw in glass of water to make bubbles

3. Sailing boat in pan of water

4. Collecting fallen leaves and mounting on tag board shapes

5. Story reading

C. Activities for home visitor

1. Making sail boat

2. Observing trees (if possible moving in wind)

3. Blowing paper

4. Showing pictures of seeds, leaves

5. Coloring ditto pictures of seeds, leaves

D. Evaluation

1. Are children aware that air is everywhere?

2. Are they aware that air cannot be seen but can be felt and heard?

3. Do children recognize shapes - circle, square?

4. Do children recognize colors: red, yellow, green?

Week: October 9

Unit Understanding: Air is useful to man

A. Objectives: To develop the concept of air as it is useful to man for

1. Breathing

2. Blowing musical instruments

3. Blowing up automobile and bicycle tires

4. Keeping us healthy

5. Blowing balloons

To develop other concepts about air

1. Cold air changes water to ice.

2. Air cools and heats homes.

B. Activities for home assignments

1. Observing how cold air turns water into ice

2. Making air planes - use shapes for decoration

3. Blowing up balloons and releasing air

4. Reading stories

C. Activities for home visitor

1. Standing tall - breathing in and out

2. Blowing toy musical instrument

3. Breathing on mirror or into empty glass

4. Blowing up balloons and releasing air

D. Evaluation

1. Do children understand that air is useful to us from examples shown in activities and their observation of air at work?

2. Do children recognize:

a. Shapes - circle, square

b. Colors - red, yellow, green, orange?

Week: October 16

Unit Understanding: Air is all around us.

A. Objectives: To introduce temperature as related to the conditions of weather.

1. Sometimes air is cool, warm, hot, cold.

2. What makes air warm or cold:

a. sun
b. heater
c. air conditioner
d. furnace
e. fan

3. Amount of heat from sun makes air warm or cold.

4. We <u>measure</u> how hot or cold the weather is by a thermometer.

5. We <u>tell</u> how hot or cold the weather is by temperature.

6. There are four kinds of thermometers:

   a. weather
   b. meat
   c. body temperature
   d. candy

7. Heat makes a thermometer go up.

8. Cold makes a thermometer go down.

B. Activities for home assignments

1. Record temperature on day of visit and compare with temperature on return visit the following week.

2. Make Roly-Poly weather man to show weather for day.

3. Make chart with weather symbols (umbrella, rain, sun, clouds) to record daily weather.

4. Give children opportunity to feel cold and warm objects and talk about differences.

5. Read story

C. Activities for home visitor

1. Explain red line on thermometer. (Show all four kinds if possible.) Up means hotter - down, colder.

2. Show how ice cube melts in bowl of warm water.

3. "Pretend we are thermometers"

   Exercise: very hot - stretch up

   very cold - get smaller

4. Make temperature chart recording temperature of room, using red construction paper for measuring.

5. Have children tell how hot or cold something is in the home.

D. Evaluation

1. Do children fully understand the meaning of hot and cold? That the amount of heat from the sun makes air warm or cold?

2. Do they understand that when the red line is up on the thermometer the weather is hot; when the red line is down, the weather is cold?

Week: October 23

Unit Understanding: Weather is changing during the fall season.

A. Objectives: To acquaint children with changes taking place around them

1. Weather changing from warm to cool
2. Beginning of school for older sisters and brothers
3. Days shorter - nights longer
4. Holiday: Halloween
5. Time to harvest crops
6. Football season
7. Holiday: Thanksgiving
8. Change to heavier clothing
9. Falling leaves

B. Activities for home assignment

1. Find pictures in magazines showing weather now and season just ended (summer).
2. Read stories about Halloween.
3. Color ditto Halloween pictures.
4. Have mothers take children for walks or ride to point out changing colors in leaves.

C. Activities for home visitor

1. Discussion about Halloween and why we observe this holiday.
2. Listening to records (Halloween sounds and music).
3. Making trick or treat bags and masks from brown paper bags.

4. Introduction of shape: triangle.

D. Evaluation

1. Can children recognize changes outside now as compared with characteristics of summer season?

2. Do they understand the reason we celebrate Halloween and why we observe the custom of Trick or Treat?

3. Do children recognize:

a. Shapes - circle, square, triangle

b. Colors - red, yellow, green, orange, black?

Week: October 30

Unit Understanding: Weather is changing during the fall season.

A. Objectives: To acquaint children with specific changes taking place during fall season

1. School starts

2. End of baseball season, beginning of football season

3. Days shorter - nights longer

4. Different type of clothing

B. Activities for home aisignments

1. Cut out shapes - circle, square, triangle using colored paper (red, green, yellow and blue - new color). These shapes will be used for matching activity when home visitor returns.

2. Color and compare pictures (ditto) of baseball - football.

3. Cut out pictures of clothing worn in summer and fall - compare.

4. Read stories about school or fall season.

C. Activities for home visitor

1. Discussion about how we can tell days are getting shorter, nights longer.

2. Show pictures of clothing worn in summer and fall.
3. Talk about pictures that have color in them. Let child point out objects in home that are blue - red - green - yellow (also magazines if color is not to be seen in home).

D. Evaluation

1. Do children recognize shapes - circle, square, triangle; colors - red, yellow, green, blue?
2. Do they recognize difference in type of clothing worn in summer as compared to clothing worn in fall?
3. Could they tell how a football is different from a baseball in regard to size?
4. Were they able to point out change in activities (playtime) that showed the days were getting shorter?

Week: November 6

Unit Understanding: We observe two holidays during this period: Halloween and Thanksgiving.

A. Objective: To make children aware of an important activity of the fall season - harvesting of crops. Crops that are being harvested provide everyone with food for winter (people and animals). Meaning of word "Harvest."

B. Activities for home assignment

1. Cut out pictures of food or crop that is being harvested now.
2. Paste pictures on cut out shapes according to classification
   a. circles - fruit
   b. squares - vegetables
   c. triangle - crops (others), example: nuts
3. Mothers should be on alert to show children first frost.

4. Color ditto pictures of fruit, vegetables.

C. Activities for home visitor

1. Show pictures of food that is being harvested now.
2. Discuss frost. Explain what happens to temperature to cause frost (frozen dew).
3. Point out abundance of food products that can be purchased at a savings for family budget.

D. Evaluation

1. Do children understand meaning of word "harvest?"
2. Can they recognize and classify products cut out. Can they name and recognize shapes used in this activity?
3. Do they understand what happens when we have a "frost?"

Week: November 13

Unit Understanding: We observe two holidays during this period: Halloween and Thanksgiving.

A. Objectives: To give the children an understanding of why we observe Thanksgiving.

To show that the harvesting of crops preceeds this holiday and was one of the main reasons for this date being set aside to give thanks.

B. Activities for home assignments

1. Mothers read story about first Thanksgiving.
2. Color ditto pictures of turkey, pumpkin.
3. Make centerpiece from leaves gathered. Flowers or berries can be used if found in vicinity of home.
4. Cut out and color fruit and vegetables for Thanksgiving basket.

C. Activities for home visitor

1. Show pictures of first Thanksgiving. Let child point out

difference in clothing worn then and now.

2. Thanksgiving songs (records)

3. Make Thanksgiving basket for fruit and vegetable cut out assignment.

D. Evaluation

1. Do children understand fully why we observe Thanksgiving?

Week: November 20

Unit Understanding: Weather is changing during the fall season.

A. Objectives

1. To show that leaves change color and then fall from trees in the fall.

2. The season is called fall because of the falling leaves.

B. Activities for home assignment

1. Coloring ditto pictures of leaves (five varieties).

2. Cut out leaf patterns using colors - yellow, red, orange. These leaves to be used in matching activity on home visitor's return visit.

3. Collect leaves to be mounted on board or used in making a design of one of shapes (circle, square, triangle).

C. Activities for home visitor

1. Show collection of leaves; let child classify according to shape, size, color.

2. Match cut out leaves on tree (according to color).

3. Let child count leaves in each group.

4. Discussion:

a. Why leaves turn color in the fall.

b. What happens after leaves fall to ground?

c. Shapes of leaves compare with

1) feather

2) palm of hand

3) parallel lines (2)

5. Demonstrate how to make arrangement for decoration purposes.

D. Evaluation

1. Do children understand why leaves turn color and fall to ground in fall season?

2. Can they name colors of leaves to be seen now?

3. Are they able to match leaves according to shape, size, color?

4. How creative were children in making designs or arrangements?

III. Materials

A. Books

1. Seeds by Wind and Water

2. I See the Winds

3. I Like Weather

4. Four Seasons with Suzy

5. How We Celebrate Our Fall Holidays

6. Peter Pumpkin

7. Weather

8. The Noisy Book

9. When the Wind Stops

10. Windy and the Willow Whistle

11. A Rainbow of my Own

12. Whistle for Willie

13. Down Come the Leaves

14. Winkem-Blinkem and Nod

15. The Up and Down Book

(others to be selected)

B. Materials for experiments

1. Plastic cup - bowl
2. Straw
3. Sail boat
4. Cardboard (square)
5. Soap
6. Pipe
7. Mirror
8. Horn - whistle
9. Balloon
10. Ice cubes
11. Warm water
12. Thermometers

a. body
b. meat
c. weather
d. candy

C. Songs

"Itsy-Bitsy Spider" (See Appendix A)

D. Records (to be selected)

E. Other

1. Charts: "Air and Weather"
2. Dittos

a. Seeds - leaves

b. Thermometer (weather)

c. Halloween: cat, witch, pumpkin

d. Baseball - football

e. Fruit - vegetables

f. Thanksgiving - turkey, pumpkin

3. My Surprise Weekly Reader

4. Games (to be selected)

5. Puzzles

6. Blocks - beads

7. Empty carton and nail (leaf design and arrangement) crayons, paper, paste, scissors

8. Supplies

a. crayons

b. paste

c. scissors

END